A STUDY OF TEACHER SUPPLY AND DEMAND FOR THE CANADIAN MARITIME PROVINCES TO THE YEAR 2003-4

for

The Maritime Provinces Education Foundation
P.O Box 2044
Halifax, N.S.
B3J 2Z1

by

Aspotogan Human Resource Development
546 Young Ave.
Halifax, N.S.
B3H 2V3

Principal Researchers
Réal Samson
Keith Sullivan
Norman Uhl

March 1991

92-00190/

Table of Contents

CHAPTER 1 INTRODUCTION 1

CHAPTER 2 METHODOLOGY 5

CHAPTER 3 PRESENTATION AND ANALYSIS OF THE DATA WITH RESPECT TO COMPONENTS OF THE TEACHER SUPPLY AND DEMAND MODEL...... 25

CHAPTER 4 THE REQUIREMENT FOR TEACHERS AS A FUNCTION OF SUPPLY AND DEMAND 73

BIBLIOGRAPHY 97

APPENDICES 105

LIST OF FIGURES

Figure 1 Teacher Supply and Demand Conceptual Framework 4

Figure 2 Maritime Teachers Eligible to Retire 30

Figure 3 New Brunswick Teachers Eligible to Retire 31

Figure 4 Nova Scotia Teachers Eligible to Retire 32

Figure 5 Prince Edward Island Teachers ....33 Eligible to Retire

Figure 6 Sabbaticals in the Maritimes 34

Figure 7 Deferred Salaries in the Maritimes..............36

Figure 8 Maritime Graduates: Math, Science, French 56

Figure 9 Maritime Student Enrolments 62

Figure 10 New Brunswick Student Enrolments...............63

Figure 11 Nova Scotia Student Enrolments.................64

Figure 12 Prince Edward Island Student Enrolments........65

Figure 13 Maritime Teacher Supply Minus Demand...........75

Figure 14 New Brunswick Teacher Supply Minus Demand.......81

Figure 15 Nova Scotia Teacher Supply Minus Demand.........86

Figure 16 Prince Edward Island Teacher Supply Minus Demand..91

LIST OF TABLES

Table NSA1 Nova Scotia Regular Anglophone Teachers (FTE) Supply and Demand from 1991 to 2004.................. 26

Table 1 Study's Base Year Teachers, Full Time Equivalents For Maritime Provinces by Language (1988-89)..........27

Table 2 Profile of Responses from Substitute Teachers Willing to Work Fulltime or at Least 50% of the Time New Brunswick, 1988-89..............................38

Table 3 Profile of Responses from Substitute Teachers Willing to Work Fulltime or at Least 50% of the Time Nova Scotia, 1988-89.................................40

Table 4 Profile of Responses from Substitute Teachers Willing to Work Fulltime or at Least 50% of the Time Prince Edward Island, 1988-89........................41

Table 5 Profile of Responses from Substitute Teachers Willing to Work Fulltime or at Least 50% of the Time Maritime Provinces, 1988-89..........................43

Table 6 Profile of Substitute Teachers in the Maritime Provinces Wanting to Teach Full Time or at Least 50% of the Time................44

Table 7 Number of Substitute Teachers in the Maritime Provinces Willing to Teach Fulltime or at least 50% or the Time by Subject for which They Were Trained to Teach..45

Table 8 School Board Responses to Questions Regarding Substitute/Supply Teachers Maritime Provinces 1989-90..........................46

Table 9 Total Number of Graduates from Teacher Training Programs by Subject Area and School Type Province of Nova Scotia, 1987-90.....................48

Table 10 Total Number of Graduates from Teacher Training Programs by Subject Area and School Type Province of New Brunswick, 1987-90...................49

Table 11 Total Number of Graduates from Teacher Training Programs by Subject Area and School Type Province of Prince Edward Island, 1987-90............50

Table 12 Total Number of Graduates from Teacher Training Programs by Subject Area and School Type Maritime Provinces 1987-90.............................51

Table 13 Total Number of Education Graduates by Province and School Type, 1987-90 52

Table 14 Total Number of Education Graduates in the Maritime Provinces by Level and Gender, 1987-90................53

Table 15 Total Number of Received and Rejected Applications to Teacher Training Programs in the Maritime Provinces, 1987-89. 54

Table 16 Education Graduates Going Into Non-Teaching Positions or Emigrating Outside the Maritime Provinces, 1980-89..58

Table 1 Study's Base Year Teachers, Full Time Equivalents For Maritime Provinces by Language (1988-89)..........66

Table 17 Maritime Anglophone Teachers (FTE) Surplus or Shortage from 1991 to 2004..................76

Table 18 Maritime Francophone Teachers (FTE) Surplus or Shortage from 1991 to 2004..................79

Table 19 New Brunswick Anglophone Teachers (FTE) Surplus or Shortage from 1991 to 2004..................82

Table 20 New Brunswick Francophone Teachers (FTE) Surplus or Shortage from 1991 to 2004..................83

Table 21 Nova Scotia Anglophone Teachers (FTE) Surplus or Shortage from 1991 to 2004..................87

Table 22 Nova Scotia French Immersion Teachers (FTE) Surplus or Shortage from 1991 to 2004..................88

Table 23 Nova Scotia Francophone Teachers (FTE) Surplus or Shortage from 1991 to 2004..................89

Table 24 Prince Edward Island Anglophone Teachers (FTE) Surplus or Shortage from 1991 to 2004..................92

Table 25 Prince Edward Island French Immersion Teachers (FTE) Surplus or Shortage from 1991 to 2004..................93

Table 26 Prince Edward Island Francophone Teachers (FTE) Surplus or Shortage from 1991 to 2004..................94

APPENDICES

APPENDIX A Questions Concerning the Future of Education in the Province....105

APPENDIX B Questions concernant l'avenir de l'éducation dans la province....106

APPENDIX C Meetings Held During the Course of This Study....108

APPENDIX D School Boards: Names and Contact Persons....110

APPENDIX E Interview Questions: Registrars at Teacher Certification....112

APPENDIX F Outline for Interviews with Deans and Heads and Directors of Teacher Training Institutions....113

APPENDIX G Questions pour encadrer les interviews avec les responsables des programmes de formation des maitres....121

APPENDIX H Questionnaire for Substitute/Supply Teachers....129

APPENDIX I Questionnaire aux enseignant(e)s suppléant(e)s....135

APPENDIX J Questions for School Boards....139

APPENDIX K Questions aux Conseils Scolaires....141

APPENDIX L Interview Schedule - Teacher Training Institutions....143

APPENDIX M Substitute Teachers who Participated in the Field Testing....145

APPENDIX N Brief Description of Researchers Background....146

APPENDIX O New Brunswick Supply and Demand Summary
(a) Anglophone....147
(b) Francophone....178

APPENDIX P Nova Scotia Supply and Demand Summary
(a) Anglophone....207
(b) Francophone....237
(c) French Immersion....255

APPENDIX Q Prince Edward Island Supply and Demand Summary
(a) Anglophone....266
(b) Francophone....294
(c) French Immersion....318

APPENDIX R Teachers Eligible to Retire by Year....................328

APPENDIX S Enrolment Figures....................336

APPENDIX T Literature Review....................339

APPENDIX U General Description of Data and Basic Concepts Used in Computer Programs Designed to Obtain Teacher FTEs and Retirement Information....................357

APPENDIX V Provincial Supply and Demand Summary Totals by Language and Level
(a) New Brunswick....................365
(b) Nova Scotia....................370
(c) Prince Edward Island....................378

CHAPTER 1

INTRODUCTION

In many parts of Canada today, owing to an aging teacher population, there is concern about possible shortages in the teacher workforce. This study on teacher supply and demand addresses the concern as it applies to the Maritime Provinces.

The Maritime Provinces Education Foundation (MPEF) is an agency of the Council of Maritime Premiers, whose mandate is "To promote regional cooperation in education among the Maritime Provinces; and to develop and advance initiatives for cooperation in education." In November 1988, MPEF established a committee, comprising Department of Education representatives from each of the three Maritime Provinces and a representative from the Maritime Provinces Higher Education Commission. Its purpose was to research future teacher requirements in the public schools of the Maritime Provinces. The committee commissioned a study into the matter from Aspotogan Human Resources Development to be conducted by three principal investigators, Real Samson, Directeur, departement des sciences de l'education, Universite Sainte-Anne; Keith Sullivan, Director of the School of Education, Dalhousie University; and Norman Uhl, Professor of Educational Psychology, Mount Saint Vincent University. Work on the study began in September, 1989 and all data collection was completed by August, 1990.

The primary purpose of the study as outlined by MPEF was to gather "accurate demographic data on the current public school teaching force in the Maritime Provinces and to conduct a comprehensive analysis of the region's projected requirements over the next decade". Two specific questions were to be answered:

1. Will the Maritime Provinces face a teacher shortage? If so, when and in what subject areas?

2. What are the potential changes which will affect teacher supply and enrolment projections?

Most of the factual teacher data used in this study were provided by the Departments of Education of the three Maritime Provinces. Other sources of information were teachers' associations in each province, substitute teachers, deans and heads of education programs at maritime postsecondary institutions, representatives of various school boards, the Maritime Provinces Higher Education Commission and Statistics Canada.

The study covered the period 1990-91 through 2003-04 and included all schools in the public school systems of New Brunswick (English and French systems), Nova Scotia, and Prince Edward Island. Where possible, the investigation (data collection and analyses of data) was carried out separately for each of the three major programs within each provincial system (generally referred to in the study as Anglophone, Francophone, and French Immersion) and for each of the three levels (elementary, junior high, and senior high) within each program. The results were also reported separately; that is, for each major program within each province, for each province as a whole, and for the combined Maritime Provinces. The complex nature of the study required close collaboration between the investigators and the Departments of Education. The investigators express their appreciation for this collaboration and for the cooperation received from all others who contributed.

Conceptual Framework.

The investigators based the conceptual framework for this study on work completed by the Rand Corporation (Haggstrom et. al., 1988, Grissmer, 1987), the Maryland State Board for Higher Education (1987) and the three researchers' own varied experience in education.

Figure 1, which outlines the conceptual framework, was used to design the study, and to present its results. This model includes the fifteen teacher supply variables and eight teacher demand variables. (The operational definitions for these variables are given in Chapter 2 on Methodology.) In order to predict teacher supply from 1990-91 through 2003-04, the investigators considered all experienced, inexperienced, and substitute teachers who are presently available, as well as those who might become available. In the supply analysis, factors which might reduce the availability of these groups were considered. These included teacher loss to other forms of employment, death, emigration out of the region, retirement, sabbatical leaves, and deferred salary leaves. Those factors which could increase the pool of available teachers, such as possible experienced reentrant teachers, immigrant teachers, current and future teacher training graduates also were investigated. On the demand side, the investigators analyzed and projected student enrolments basing their analysis on the assumption that the pupil-teacher ratio would not change. Calculations incorporated past and current enrolments, rates of retention, birth rates, and the number of people emigrating and immigrating from and to the region.

In order to arrive at the final determination of supply and demand for the study period, the investigators factored in the conditions of change such as the less tangible ones of economic climate, policy decisions concerning teacher certification, and curriculum programs.

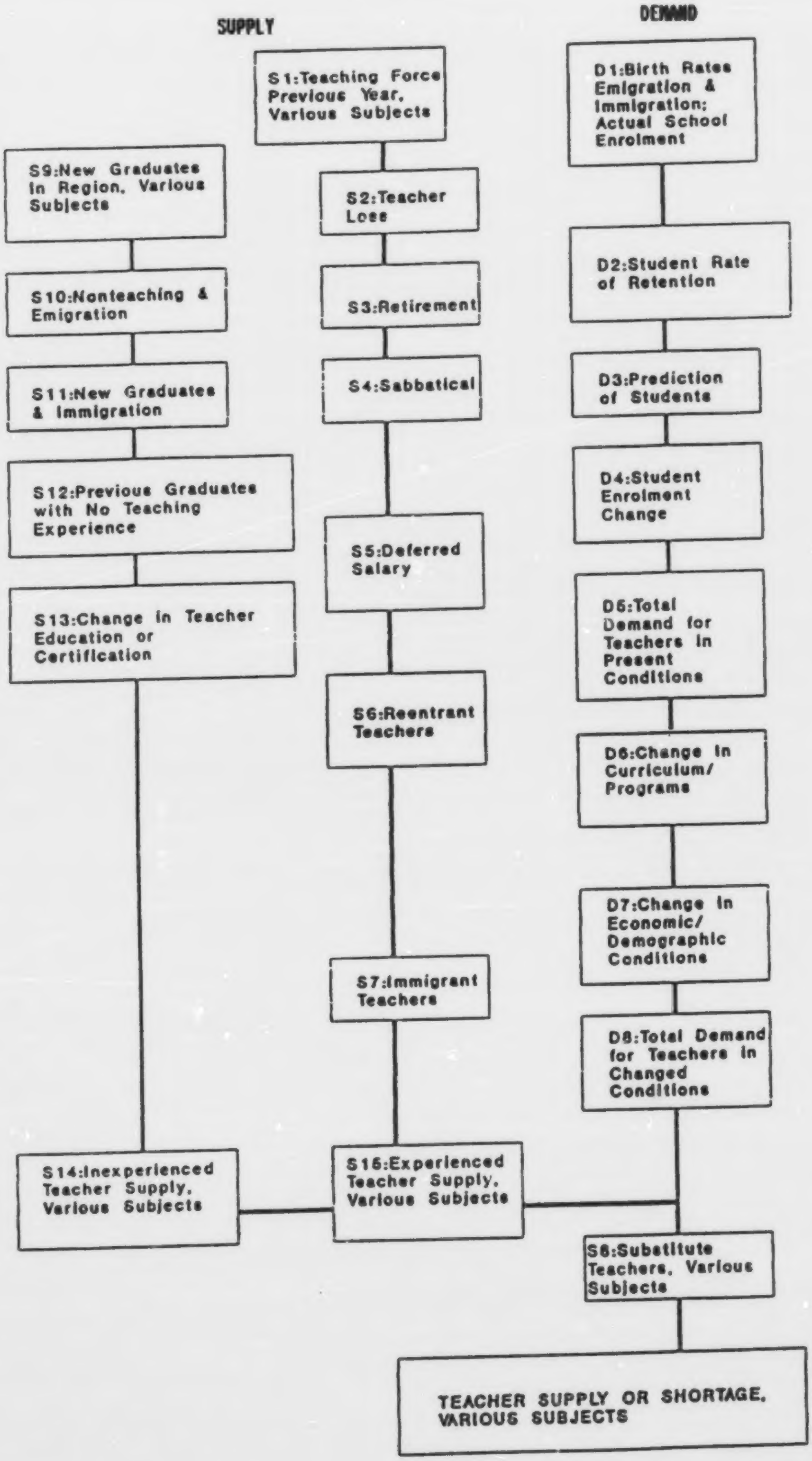
The supply and demand of teachers is determined by function areas for elementary, junior high and senior high levels in Anglophone, Francophone and French Immersion settings. The function areas considered are:

- Elementary level
    - Regular teacher
    - Other teachers
    - Principal
    - Vice-principal
- Junior High level
    - Regular teacher
    - Other teachers
    - Principal
    - Vice-principal
- Senior High level
    - Math
    - English
    - French
    - Other Languages
    - Social Studies
    - Biology
    - Chemistry
    - Physics
    - Other Sciences
    - Physical/Health Education
    - Business Education
    - Art
    - Drama/Fine Arts
    - Music
    - Industrial Arts Education
    - Home Economics
    - Special Education
    - Other subjects
    - Principal
    - Vice-Principal
    - Guidance Counsellors
    - Department Heads
    - Librarians
    - Other Administrators

Outline of this Report.

This chapter has provided the background for the study and an introduction to the conceptual framework guiding the study. Chapter 2 describes the methodology and Chapters 3 and 4 deal respectively with the presentation and analysis of data and conclusions. A literature review, the questionnaires used, the interview schedules, questions and respondents, some computer programming rationale and the detailed data obtained from each province are presented in numerous Appendices at the end of this document.

FIGURE 1
TEACHER SUPPLY AND DEMAND CONCEPTUAL FRAMEWORK


SUPPLY
DEMAND
S1:Teaching Force Previous Year, Various Subjects
D1:Birth Rates Emigration & Immigration; Actual School Enrolment
S9:New Graduates in Region, Various Subjects
S2:Teacher Loss
D2:Student Rate of Retention
S10:Nonteaching & Emigration
S3:Retirement
S11:New Graduates & Immigration
S4:Sabbatical
D3:Prediction of Students
D4:Student Enrolment Change
S12:Previous Graduates with No Teaching Experience
S5:Deferred Salary
D5:Total Demand for Teachers in Present Conditions
S13:Change in Teacher Education or Certification
S6:Reentrant Teachers
D6:Change in Curriculum/ Programs
D7:Change in Economic/ Demographic Conditions
S7:Immigrant Teachers
D8:Total Demand for Teachers in Changed Conditions
S14:Inexperienced Teacher Supply, Various Subjects
S15:Experienced Teacher Supply, Various Subjects
S8:Substitute Teachers, Various Subjects
TEACHER SUPPLY OR SHORTAGE, VARIOUS SUBJECTS

CHAPTER 2

METHODOLOGY

To fulfill the mandate of the study required the collection and organization of an extensive amount of data on the teachers, students, and schools of the three Maritime Provinces.

The investigators obtained detailed information on each individual teacher and most administrators employed in the public schools. This information, obtained from computer records provided by each province, included the language of instruction, all classes taught by grade level, and subject for senior high, as well as age and years of service to determine when each teacher is eligible to retire. In addition, each province provided actual and projected student enrolment. Information about substitute teachers and the number of projected graduates in teacher education was also collected since data about both these groups are relevant in determining the supply of teachers in the area. Information about the first group (the substitute teachers) was gathered through the use of a questionnaire sent to a 20% random sample of all substitute teachers. Data on projected graduates being trained by universities within the Maritime Provinces were collected through interviews with either the dean or head of teacher education programs. Finally, the investigators collected information on any anticipated events or policies which might affect teacher supply and demand through interviews with senior executives from the three Provincial Departments of Education and from the Teachers' Association in each province.

When all the above information had been collected, computer programs were constructed to analyze the data and to produce the information described in the various components of the conceptual model.

The methodology had to accommodate the differences in the data provided by the three provinces in order to produce results for the Maritime Provinces. Where compromises were necessary, these were agreed to by designated representatives of the three provinces.

For the ease of the reader, assumptions and limitations appear in bold print.

Teaching Force, 1987-88, 1988-89.

In collecting detailed data on each individual teacher in the teaching force of each province for past years, several problems were encountered. These were:

1. The availability of the data varied considerably from province to province. Nova Scotia, for example, had a sophisticated information system located on a mainframe computer and was thus able to provide the information necessary to complete most of the tables in this report. New Brunswick, on the other hand, had most but not all of its data on a microcomputer within the Department of Education. However, the teacher pension information was located on a mainframe computer operated under the Board of Management. For New Brunswick, therefore, it was necessary to obtain two separate computer records for each individual teacher. These were then merged by the investigators and it was this merged file which constituted the basic data on the teaching force for New Brunswick. Prince Edward Island had collected and stored much of the information manually, although the teacher pension information was on a mainframe computer. In order to provide the information required by the investigators, it was necessary to develop a teacher data base for this Province. Here again, because the teacher data base was developed on a microcomputer and the pension data was collected on a separate mainframe computer, it was necessary to collect and merge two separate computer records for each individual teacher.

2. Nova Scotia maintained past computer records for only two years. Because of this, investigation of past periods of the teacher work force for the Maritimes was restricted to the years 1987-88 and 1988-89.

3. The three provinces did not have a common definition of "teacher." For the purposes of this study the following definition was accepted by all three provinces and thus determined who was included in this study.

> The term "teacher" was to be applied to all certified teachers with the exception of administrators connected with the Board. Superintendents, assistant superintendents, psychologists, social workers, etc. were thus excluded from this study. However, those teachers assigned to a Board, such as subject coordinators, resource teachers, and visiting and unassigned teachers were included as were individual school administrators such as principals, vice-principals, and guidance counselors who had teaching certificates.

4. Although all three provinces classified their teachers as elementary, junior high, or senior high, each province differed in

their sub-classifications. After discussions with representatives from each province and a comparison of the various curricula, sub-classifications were proposed and approved.

The original plan for the study had been to separate all data into the three language sectors, namely Anglophone, Francophone, and French Immersion. However, while New Brunswick collected data to distinguish between French Immersion and Anglophone teaching, these data were not available as part of their computer data bank. As a result, the data for New Brunswick were divided into only two categories, Anglophone and Francophone. French Immersion was considered a part of the Anglophone sector.

5. It was recognized that a few schools included two or more levels, e.g. elementary and junior high. For such schools, a procedure had to be identified for the allocation of fulltime equivalents (FTEs) to principals and vice-principals. The method used is described in Appendix U. These problems of equivalency were resolved through discussions with personnel from each provincial department of education.

As stated above, Nova Scotia chose to use their own information system to provide most of the data required by the investigators. In contrast, New Brunswick and Prince Edward Island provided the investigators with teacher and pension data sets. While the data sets of each province contained the basic elements necessary to produce the required information, these elements were different in each set. Consequently, computer programs were developed for each of these two provinces to convert the detailed data provided on each teacher (such as minutes teaching each class) to information used to assign the teachers to the appropriate school levels, subject areas, and language sectors. The variables in the data sets of the two provinces used to obtain the teaching force expressed in FTEs are listed in Appendix U along with the basic concepts employed in the development of the programs to obtain these FTEs. The logic of the computer programs was reviewed and accepted by representatives of the New Brunswick Department of Education and the Prince Edward Island Department of Education.

Teaching Force, Previous Period (S1) and Its Relationship to D5, the Demand for Teachers in Unchanged Conditions and D8, the Changed Demand for Teachers.

The investigators calculated the teacher FTEs for the Provinces of New Brunswick and Prince Edward Island from the data provided by the respective provincial Departments of Education. The FTEs for Nova Scotia were calculated by the Nova Scotia Department of Education. **The year 1988-89 was used as the base year since it was the most recent year for which teacher data were available.**

These 1988-89 FTE data were used to calculate D5, the Demand for Teachers in Unchanged Conditions, for the projected years 1991 to 2004, by taking the proportional changes in enrolment from one year to another (starting in 1989-90) and increasing or decreasing the FTE in each subject category by the same proportion. Therefore, D5 represents the number of positions or FTEs that must be filled for any given year. To these positions are added or subtracted the positions affected by D6 and D7, the changes caused by curriculum and economic factors. With these changes, the teaching positions are called D8, or the Changed Demand for Teachers.

The teachers who fill these positions become the basic teaching force pool for the following year and are carried forward to become S1 in the model, i.e. the Previous Teaching Force.

Teacher Loss (S2).

Teacher Loss was defined as the number in the teaching force in 1987-88 who were no longer in the teaching force in 1988-89, excluding those who had left because of retirement, sabbatical leave, deferred salary leave or leave without pay. For New Brunswick and Prince Edward Island, teacher loss was obtained by comparing the two teacher data sets for 1987-88 and 1988-89. Those people who were active teachers in 1987-88 and who were not teaching in 1988-89 were identified. The total FTEs for these teachers were calculated. Subtracted from this figure were the total FTEs for those retiring in 1987-88 (including disability) and those taking a sabbatical leave, or leave without pay, or a deferred salary leave for 1988-89. The investigators performed this calculation for Prince Edward Island and for New Brunswick. For Nova Scotia, teacher loss data were provided by the Department of Education. **The fact that these teacher loss data were only available for one year and that the variability in attrition from year to year was not known constitutes a limitation of this study. The variability was assumed to be relatively constant from year to year.**

Retirement (S3).

The 1989-90 teaching force for the Maritime Provinces was analyzed to determine the year in which all personnel included in this study will be eligible to retire on full pension. The total teaching force was examined and the potential pool of retiring teachers was calculated for each year from 1990-91 through 2003-04. The eligible retirees are reported as FTEs by province, grade level, and language of instruction. At the senior high grade level, they are reported as FTEs by subject area.

New Brunswick and Prince Edward Island provided computer records containing years of pensionable service and date of birth for each teacher. These were merged with the computer files containing teaching data which had also been provided for each teacher. A computer program was developed for each of these two provinces to identify the year in which each teacher will be eligible for full pension. The FTEs by grade level, subject area, and language of instruction were calculated as described in Appendix U. For each eligible retiree, these FTEs were assigned to the year in which the teacher became eligible to retire. The information thus obtained indicated the responsibilities by FTEs of those who are likely to retire in any one year.

For a very small percentage of the teaching force (less than 2%), years of pensionable service was not available. In these cases, total years' teaching experience was substituted. To check on the validity of this substitution, a correlation was computed between years of pensionable service and total years teaching experience for over 90% of the total combined group from New Brunswick and Prince Edward Island. The correlation was approximately .85 and the means of these two variables differed by less than half a year. Thus, it was assumed years teaching experience could be substituted for years pensionable service for those few teachers for whom the latter was not available.

Nova Scotia data were not readily available; instead, the investigators were provided with a tape of the relevant variables. Total years' service was substituted for years of pensionable service because of the unavailability of the latter within the time frame of the study. The investigators were assured that this was a valid substitute and the information presented above supports that claim. A program was written and run to produce the tables in Appendix R.

It was assumed that over a period of years, the best estimate of when teachers will retire is the year in which they become eligible to receive a full pension (not necessarily maximum pension). Of course, some individual teachers will retire earlier and some later but these should balance over a period of several years.

The specific criteria employed to determine eligibility for full pension were provided by each province and are given below. If any of the listed criteria are met, the individual is eligible for full pension (not necessarily maximum pension).

New Brunswick

- 35 years of service
- Age 60 or more with at least 20 years of service

- Age 65 or more with at least 5 years of service
- Any combination of age plus service totaling 90

Nova Scotia

- 35 years of service
- Age 60 or more with at least 10 years of service
- Age 55 or more with age plus service at least equal to 85
- Any combination of age plus service totaling 90

Prince Edward Island

- 35 years of service
- Age 60 or more with at least 10 years of service
- Age 55 with at least 30 years of service

The logic of the computer programs and the criteria to determine eligibility for retirement at full pension were reviewed by personnel from each province.

Sabbatical (S4).

Statistical information on the number of teachers granted sabbatical leaves each year was obtained from representatives of the Departments of Education in each of the three Maritime Provinces. It was predicted that sabbaticals would remain constant for the study period. Therefore, the net effect would be zero since the number leaving would equal those returning.

Deferred Salary (S5).

Data on deferred salary leaves were obtained from the Nova Scotia Teachers Union in Nova Scotia, the Departments of Education in New Brunswick and the Prince Edward Island Teachers Federation on Prince Edward Island.

In Nova Scotia and Prince Edward Island, deferred salary leaves were projected by Department of Education officials to remain constant for the foreseeable future. Given that the number of teachers leaving on deferred salary will equal the number of teachers returning from deferred salary leaves in each year to the year 2004, the overall effect of this type of leave on the supply of teachers in Nova Scotia and Prince Edward Island will be zero for the purpose of this study.

In New Brunswick the total number of teachers permitted to participate in the deferred salary plan annually is limited to 2% of all teachers in the province. However, figures obtained from the Department of Education showed that the upper limit of participation had not or would not be achieved in any year during the 1987-88 to 1993-94 period although the number of participants had increased consistently during this period. In order to calculate the number of teachers who would leave on deferred salary annually to the year 2004, the average yearly increase in participants between 1987 and 1994 was determined and used as a constant to increase the annual participation rate until it reached 2% of the teacher population. The assumption was that the acceptability and popularity of the plan would continue until the 2% maximum participation rate was met.

Reentrant Teachers (S6).

Data on reentrant teachers were obtained during interviews with the Teacher Certification Registrar in each of the three provincial Departments of Education and with the superintendents of seven rural (four Anglophone and three Francophone) and five urban (four Anglophone and one Francophone) school boards in the Maritime Provinces. The interview guide for the registrars is found in Appendix E and for the superintendents in Appendices J and K. Appendix D contains the names and addresses of the superintendents and school boards. Both the registrars and the school boards had received the interview guide prior to the telephone interview.

The registrars and board officials were selected as possible sources of information on reentrant teachers following an exhaustive data search which failed to identify alternative sources of information.

Immigrant Teachers - New and Experienced (S7) and (S11).

Data on immigrant teachers were obtained from interviews with Department of Education officials and with school board officials named in Appendix D. Data were also sought from other research studies and from the Halifax branch of Statistics Canada.

Nova Scotia is the only Maritime Province which keeps statistics in a readily useable form on the number of teachers from outside the province who obtain certification each year. However, the breakdown of their data is for the Atlantic region and not for the Maritime region which may affect the accuracy of the data slightly for the purpose of this study. Therefore, Newfoundland is included in the Nova Scotia statistics for the Atlantic region so that the number of teachers immigrating to Nova Scotia from other provinces as presented below may be marginally higher. Since this information could not be divided into experienced and inexperienced teachers these two variables were considered together.

The Province of Nova Scotia certified 95 teachers from outside the Atlantic Provinces in 1986-87, 93 in 1987-88, and 104 in 1988-89 giving an average for the three-year-period of 97. Given the stability in the number of teachers who immigrated to the province over the past three years and our inability to find data to indicate future changes to this pattern it was decided to use the average for the three-year-period, i.e. 97, as a constant for each year to 2004.

As mentioned above, New Brunswick and Prince Edward Island do not keep statistics in a readily useable form on the number of teachers certified each year from outside the province. Given the relatively high number of teachers who immigrated to Nova Scotia from those provinces, the investigators considered a way of making projections for New Brunswick and Prince Edward Island. In the projections for these two provinces, they decided to use the net immigration statistics for each of the three Maritime Provinces and the average number of immigrant teachers to Nova Scotia (97) to make projections in these two provinces to the year 2004. For 1988, Statistics Canada estimated the net migration of people to Nova Scotia was 5,345, 4,242 to New Brunswick and 1,112 to Prince Edward Island (Statistics Canada, Postcendal Annual Estimates of Population, 1988). Therefore, New Brunswick received approximately 4/5 the number of immigrants as did Nova Scotia and Prince Edward Island approximately 1/5 that of Nova Scotia. The constant of 97 teachers in Nova Scotia was multiplied by the proportions (4/5 and 1/5) to determine a constant for Prince Edward Island and New Brunswick. The result was 78 teachers for New Brunswick and 19 for Prince Edward Island.

It is worth noting that following the completion of this study, New Brunswick completed calculations of the number of teachers they certified from outside the Atlantic Provinces each year. Their figure of 78 teachers agreed exactly with the number derived in this study using immigration data.

For the purpose of this study, it was assumed that the number of teachers immigrating to the Maritime Provinces from outside the Atlantic region would remain constant to the year 2004.

Substitute Teachers (S8).

Data on substitute/supply teachers were drawn from two sources. Questionnaires were sent to a 20% sample of the 1988-89 substitute/supply teacher population with teacher training in each of the three Maritime Provinces. The questionnaire (found in Appendices H and I) were developed and piloted in French and English. The names of the individuals who field tested the questionnaires are found in Appendix M. The sample was stratified by school district and, therefore, the number of teachers chosen in each district was proportional to the total number of available substitute/supply teachers in that district.

Each provincial Department of Education mailed out the questionnaire with a letter asking the substitutes to complete the questionnaire and mail it back to the department. The response rate was 82.6% in Prince Edward Island, 67% in Nova Scotia, 63.5% in New Brunswick and 71% for the three Maritime Provinces combined.

A second source of data were the interviews with the officials of seven rural and five urban school boards described in S6.

This study assumed that a 20% sample of the substitute teacher pool would provide a good snapshot of this population.

Regional New Graduates (S9).

There are thirteen institutions in the Maritime Provinces with teacher training programs, four in New Brunswick, eight in Nova Scotia and one in Prince Edward Island. Between the 1st and 15th of February 1990 the dean or head of each of these programs was interviewed and asked to complete a questionnaire in order to gather the historical data on graduates and programs from 1987-1990, and to discuss future plans or policies that would impact on the number of graduates from teacher training programs to the year 2004. (See Appendix L for the names of institutions, contact persons and dates of interviews). The questionnaires presented in Appendices H and I were developed in English and French and were mailed to the respondents a month prior to the interviews. It was assumed that the deans and heads of the teacher training institutions would be the best source for predicting the number of students to be graduated annually to the year 2003-04.

The representatives of the Maritime Higher Education Commission in Fredericton and of Statistics Canada in Halifax were asked to provide data on education graduates in Canada.

Nonteaching and Emigration (S10).

Data for this variable were obtained from follow-up studies conducted by the Nova Scotia Teachers College, Université de Moncton, Mount Allison University and the Nova Scotia Department of Vocational and Technical Training. Data were also sought from Statistics Canada but none were found.

These studies indicate that approximately 10 to 60% of the graduates entered nonteaching jobs and 17 to 72% emigrated.

However, these studies were conducted in years when few teaching positions were available in this region. The assumption of this supply and demand study is that more teaching positions would be available than teacher graduates and even under this condition 10% of the graduates would go into nonteaching positions and another 10% would emigrate. The researchers believe that more than 10% of the present graduates leave the Maritimes only because positions are not available in this region.

New Graduates & Immigration (S11).

This variable pertains to those new graduates of teacher education institutions outside the Maritime Provinces who apply for teaching positions in the Maritimes. The methods used to collect the data on New Graduates and Immigration were similar to those used in S7, Immigrant Teachers. Substitute teachers are not included in this variable.

Previous Graduates with No Teaching Experience (S12).

The only information on this topic was found in follow-up studies on education graduates, one conducted by the Nova Scotia Department of Vocational and Technical Training (1987) and the other by Hatchette and Uhl (1988). Additional studies would be required before generalizations could be made in this area. Therefore, the impact of this variable was not considered.

Change in Teacher Education or Certification (S13).

Data on this topic were obtained from the Department of Education Teacher Certification Registrar, interviews as described in S6, and interviews with the dean or head of the teacher training institutions described in S9. Based on these interviews, it was concluded that no significant changes to the teacher education programs or certificate requirements were imminent.

Inexperienced Teacher Supply (S14).

The data used in this item were a compilation of a number of the other variables. The results were obtained by using the formula: S14 = S9 + S10 + S11 + S12 + S13. S10 was always a negative number and S12 was 0. Therefore, the new graduates by function and language were used as the base. These graduates were adjusted for the graduates that went into nonteaching jobs and left the region. The previous graduates from higher education institutions that had never taught, but had been working in other fields and were now ready to assume a teaching position were added. Finally, these numbers were adjusted in the future for any policy changes that would affect teacher education or certification.

Experienced Teacher Supply (S15).

S15 is a compilation of a number of variables. The results were obtained by using the formula: $S15 = S1 + S2 + S3 + S4 + S5$. S2 and S3 are always negative numbers. Therefore, the teaching force from the previous year was used as the base from which to work to the following year. The base teaching force was adjusted for teacher loss from nonteaching employment, emigration, disability, death and other causes, retirement, and the difference between those going on sabbatical or deferred salary leave and those returning. To this total was added the reentrant teachers who had been away for personal reasons or had been employed in other positions as well as the experienced immigrant teachers.

Actual School Enrolment (D1).

The data for this variable were obtained from statistics gathered by each of the three Maritime Departments of Education for the years 1984-85 through to 1988-89 for each grade within their systems. In addition to the total enrolment, the actual enrolments were provided separately for Anglophone, Francophone, French Immersion students and special education students. Immersion referred to students whose first language was English but who were instructed in French. Enrolment figures were not obtained in 1989-90 because the study was being completed during this time period.

Prediction of Students in All Grades (D3) and Student Rate of Retention (D2).

Projected enrolments were provided by each of the three Maritime Departments of Education for the years 1990-91 through 2003-4. These projected enrolments were reported by grade for Anglophone, Francophone and French Immersion programs by Nova Scotia and Prince Edward Island. New Brunswick projected by grade for the Anglophone and Francophone programs but only provided total enrolment projections in the French Immersion program. Each province also provided projections for special education.

Each province projected student enrolment using the same general methodology although there are some minor variations among the provinces. In general, the methodology involves two steps:

1. Grade 1 projections were obtained by comparing grade 1

enrolments against live birth rates five and six years earlier. This comparison was made for five years. A ratio was obtained from these comparisons which was used to project future grade 1 enrolments by multiplying the ratio by the number of live births five and/or six years previous.

2. Projections for grades 2 through 12 were obtained by using a cohort-retention procedure which assumes students move each year from one grade to the next. Retention ratios (student rate of retention) were calculated for each grade for a five-year historical period by comparing the number of students in the grade by the number of students in the previous grade, one year earlier. By examining these rates over five years, a ratio for projections was obtained for each grade. This ratio per grade was usually the average of from two to five years depending on trends. Nova Scotia and New Brunswick calculate these by school board or district jurisdiction and sum these to obtain the provincial totals. This procedure has the advantage of allowing individual adjustments to be made at the board or district level to account for factors beyond the control of the researcher. Because of its size, Prince Edward Island calculated the provincial total projection directly. At various times in the past, all three provinces tried to use Statistics Canada enrolment projections based upon Statistics Canada population projections and birth projections but found these to be too inaccurate for budgetary purposes.

The Maritime student enrolment projections were obtained by summing the individual provincial projections.

How accurate can one expect these projections to be? Each province has been performing student enrolment projections for a number of years and have achieved accuracy within 1% for five year projections. However, only New Brunswick does annual Francophone and Anglophone projections; the other two provinces only do a total student enrolment projection. Therefore, it is difficult to indicate how accurate the subcategory projections are for Nova Scotia and Prince Edward Island. Further, the technique employed by the departments in determining their projections depends on the number of live births per year. For projections beyond five years, the number of live births must also be projected since unlike the earlier years, the actual births will have not yet occurred. This, of course, reduces the accuracy of the projections beyond five years.

In accordance with the requirements of this study, the provinces were requested to provide projected student enrolments to 2003-04. These projections were provided and are included herein but those for years beyond 1996 must be considered less reliable. Thus, the most accurate student projections in this study are those from 1990-91 through 1995-96 for Anglophones and Francophones in

New Brunswick, for Anglophones (because of the size of this group compared to Francophones and French Immersion students) in Nova Scotia and Prince Edward Island, and for the totals of the Anglophones and the Francophones for the Maritime Provinces.

As stated earlier, the Departments of Education have past experience with the inaccuracies of projections based upon Statistics Canada population projections. This is not surprising. Statistics Canada projections are developed on the basis of certain assumptions and mathematical techniques. These are updated with each census and predict the population of Canada fairly accurately. However, the smaller in population the unit being projected, the greater the chances of a larger percentage error. In addition, Statistics Canada does not consider the effects of policy decisions which have a significant impact on small population units. For example, the closing of the Armed Forces Base at Summerside would not be considered in Statistics Canada assumptions about migration. The mathematical model will eventually consider this event as data are collected after the resulting migration begins but in the interim a considerable time lag exists. In the meantime, for the local region, in this case Prince Edward Island, such an event would have an immediate effect which significantly alters the migration statistics for that province.

The three provinces realize that the use of Statistics Canada projections do not produce useful grade level projections for reasons such as those described above. Two provinces, New Brunswick and Prince Edward Island, have a provincial agency which produce birth and age projections for their respective provinces. These are used by the Departments of Education to obtain first-grade projections which, along with actual school enrolments, are used to produce their student projections.

The method which enabled each province to extend their projections beyond their standard five-year projections is described below. As stated before, the major problem here is that live births are not available.

Prince Edward Island

Prince Edward Island extended their student enrolment projections following the model described earlier. The population projections by age which were used by the Department of Education were obtained from the Economics, Statistics and Fiscal Analysis Division which is a division of the Department of Finance. Here again, this division has found its projections of age groupings to be considerably more accurate than those produced by Statistics Canada. Their own provincial projections, of course, consider such things as the closure of the Armed Forces Base in Summerside which are not included in the Statistics Canada projections.

The population projection model used by the Department of Finance is very specific to Prince Edward Island. It consists of a general summary for the province, the three counties, and the Charlottetown region. The general summary provides information on the total population, its natural increase (birth less deaths) and net migration. A description of each of the five regions by sex and major age groups is provided, and for the entire province, a single year of age and sex composition is described. Fertility, mortality, and migration may be adjusted. The values assumed for this model are described below.

Mortality. Since in past years, Prince Edward Island's mortality rate has been the same as the national average given by Statistics Canada, the Economics, Statistics and Fiscal Analysis Division of this province uses the same mortality figures as Statistics Canada. Statistics Canada assumes, for its projections, a life expectancy at birth in 2011 of 77.2 years for men and 84.0 for women.

Net Migration. The model assumes a net intermigration of -1000 in 1990, -500 in 1991 and 1992, and -125 in 1993 and -250 from 1993 to 2000.

Fertility. While the model assumes the fertility rate for a woman remains the same over the projection period (about 1.7), the calculated fertility rate is dropping from 1.66 in 1990 to 1.53 in 2000 because the 25-44 female age group is getting older. As more of the women become older than the normal child-bearing age, the fertility rate is decreased to account for this.

This population projection model has been in use for several years by the Economics, Statistics and Fiscal Analysis Division of Department of Finance. It provided the age group projections which the Department of Education used to estimate the number of new pupils entering grade one. A factor to account for those repeating grade one was also included by the Department of Education.

New Brunswick

The Canadian Teachers' Federation (1989) has reported in a document titled Projections of Elementary and Secondary Enrolment and the Teaching Force in Canada 1987-88 to 2006-07 that student enrolment will decline and then start to increase in 1996-97 in New Brunswick. Since these projections have been used in New Brunswick and do not agree with the student projections employed in this study, some reasons for their differences are given.

The major source document for the CTF projections was Population Projections for Canada, Provinces and Territories, 1984-

2006 which according to the Projections and Analysis Section, Education, Culture and Tourism Division, Statistics Canada reflects the trends of the early eighties. The document provides four projections based on different assumptions. CTF selected projection 4 which made certain assumptions regarding fertility (constant at 1.7 children per woman), mortality (males 74.9 in 1996, females 81.6 in 1996), international migration (emigration = 50,000 per year; immigration increases to 150,000 per year by 1994-95, then constant) and interprovincial migration (large loss by Quebec, small losses by Manitoba and Alberta; gain by others; New Brunswick gain of 2,657 annually). However, according to the latest Statistics Canada data, New Brunswick shows continued decline in migration and, therefore, the assumption of interprovincial migration for New Brunswick is not supported. This assumption of a large net interprovincial migration by New Brunswick is the major reason that the New Brunswick Department of Education enrolment projections differ from those of CTF.

A new series of population projections based on the 1986 census were received from the Projections and Analysis Section of Statistics Canada. The four projections are based on the assumptions given below. Three of these four projected negative net migration for New Brunswick. Projection 4 projected a slight positive net migration.

Projection 1

Fertility	1.2
Immigration	140,000
Emigration	74,000

Internal migration pattern--partial return to the situation observed between 1977 and 1981 (i.e. large migration to the west)

Projection 2

Fertility	1.7
Immigration	140,000
Emigration	76,000

Internal migration--extrapolation of current trends

Projection 3

Fertility	1.7
Immigration	200,000 by 1995-96
Emigration	80,000

Internal migration pattern--partial return to the situation observed between 1977 and 1981 (i.e., large migration to the west)

Projection 4

Fertility	2.1

Immigration	200,000 by 1995-96
Emigration	81,000
Internal migration pattern--long term trend	

All four projections assume a life expectancy at birth in 2011 of 77.2 years for men and 84.0 years for women.

The New Brunswick Statistics Agency, an Agency of the Provincial Government, has received these reports from Statistics Canada. Based upon the latest information from Statistics Canada and knowledge of trends in New Brunswick, this agency prepared population projections specifically for New Brunswick. One such population projection was employed by this agency to provide projections of birth rates to the Department of Education for the period 1989-2004. Using the survival-cohort method, survival rates by sex for the 1987-89 period were calculated by the agency and it was assumed that these rates remained constant throughout the projection period. A fertility rate of 1.6 was assumed. The fact that the population is aging and that youth represent a smaller portion of the total population was also considered. Using this model, the New Brunswick Statistics Agency provided the Department of Education with two projections of live births based on different migration assumptions. One scenario was based on the traditional New Brunswick data of a small net in migration (+500); the other scenario was based on a small net out migration (-500). Both assumptions are for the short term. After 1991-92, it is assumed that the 1991-92 levels remain constant. The two projections provide very similar results. For example, in the last year projected (2005), one scenario projected 8300 births, the other 8,000.

The New Brunswick Department of Education was able to use these projected births to obtain their projections of the number of first graders to expect in the schools. The general procedure for enrolment projections described earlier was followed except that the projected ratios were determined over a ten-year period giving a higher weight to the more recent years. The most recent year received ten times the weight of the least recent year.

Nova Scotia

Nova Scotia used the methodology described earlier in this section to arrive at its enrolment projections for the years 1990-91 through 1994-95. These projections were extended through 2003-04 by taking their projected figures for the first five-year period as actual enrolments and projecting from these figures for the years 1995-96 through 2003-04.

The Nova Scotia projections were compared with the most recent series of population projections prepared by Statistics Canada and described in the New Brunswick section above. From this comparison, it was possible to describe the Nova Scotia projections in terms of fertility, mortality, and migration assumptions.

From the Statistics Canada population projections, the number of births projected for Nova Scotia were used to project the Nova Scotia first-year enrolments. When compared to the first-year enrolments included in the enrolment projection provided by the Department of Education, it was found that one of the four sets of assumptions resulted in projections slightly lower than the Nova Scotia projections, and a second set resulted in projections slightly higher than the Nova Scotia projections. It can be concluded, therefore, that had such assumptions been made to calculate the Nova Scotia projections, they would have been somewhere between these two sets of assumptions. The two sets of assumptions are outlined below:

	Set 1 (Projection 2)	Set 2 (Projection 4)
Fertility rate (number of children/woman	1.7	2.1
Migration (Canadian)		
Number of immigrants	140,000	200,000
Number of emigrants	76,000	81,000
Provincial net migration	relatively constant at 1300	from 3200 in 1990-91 to 4000 in 1995-96 to 3100 in 2004-05
Life expectancy at birth in 2011		
Men	77.2	77.2
Women	84.0	84.0

Maritime Provinces

The Maritime student enrolment projections were obtained by summing the individual provincial projections. While there are some variations in accuracy from province to province and from year to year, each province indicates it is achieving accuracy of projection within 1% for five-year projections. It is, therefore, possible to assume that this degree of accuracy will also apply to the Maritime Provinces student projections. However, New Brunswick is the only province which routinely projects both Anglophone and Francophone enrolments. Nova Scotia and Prince Edward Island project total enrolment only. In addition, the projections for years beyond six will not be as accurate as the projections for the first five years.

Total Demand for Teachers in Present Conditions (D5).

The results from this variable for each province were obtained by using the prediction of the number of students for any year in elementary, junior high or senior high (by language group) to calculate ratios with respect to students at these levels in the base year of 1988-89. The number of teacher fulltime equivalents (FTEs) in each function area and language group for the base year 1988-89 was increased or decreased by the ratio of student change for the years 1991 to 2004. Thus it was assumed that the pupil-teacher ratio remained constant in the calculation of this variable and teacher positions would increase proportionally to the increase or decrease in student enrolment.

Change in Curriculum Programs (D6).

Senior administrators from each of the three Departments of Education and the three Teacher Associations in the Maritimes (both Anglophone and Francophone divisions in New Brunswick) were interviewed during April and May, 1990 to determine their predictions for the future on educational issues that will affect curriculum/programs. Lists of the questions and the persons interviewed are given in Appendices A, B, and C. This is a technique supported by many researchers such as Weldon, Hurwitz and Menacker (1989, 29) who write that local leader "interviews highlight the unique characteristics of the district being studied" and that local leaders tend to be futuristic. This technique was used for the Conference of Alberta School Superintendents' report of June 1990 analyzing teacher supply and demand which was entirely based on a survey of superintendents in the province. It was assumed that these administrators would be the most knowledgeable about curriculum change in their provinces.

Change in Economic Conditions (D7).

To predict the economic trends in Atlantic Canada, the Atlantic Provinces Economic Council (1990) research was used in conjunction with the discussions held with senior officials of the Departments of Education and Teacher Associations as described in the Curriculum Change: D6 section, above.

Total Demand for Teachers in Changed Conditions (D8).

To obtain D8, the effects on the need for teachers caused by any changes in curricula (D6) or changes in the region's economy (D7) were added (or subtracted) to D5, which is the demand for teachers in the present conditions. In addition, the D8s were moved forward one year, respectively, to become the base teaching force S1 for the next year, since it was assumed that by the end of each year all teacher positions were filled and this teaching force was the base workforce for the start of the next year.

Surplus or Shortage of Teachers.

The surplus or shortage of teachers was calculated by function area and by language where possible by using the following formula: Surplus/Shortage = (S14 + S15) - D8. Therefore, subtracted from the Inexperienced Teacher Supply and the Experienced Teacher Supply was the Demand in Changed Conditions. The Substitute Teacher Supply should have also been considered with S14 and S15, but these data were handled in a general discussion in the last chapter because they were not specific enough to be combined with S14 and S15.

This chapter has presented the methodology for the study. The methodology is closely tied to the conceptual framework and followed the supply and demand variables as outlined in Figure 1. Chapters 3 and 4 will present the results of the study.

CHAPTER 3

PRESENTATION AND ANALYSIS OF THE DATA WITH RESPECT TO COMPONENTS OF THE TEACHER SUPPLY AND DEMAND MODEL

This chapter describes the data and information obtained under each of the supply and demand variables in the conceptual framework.

Supply and Demand Tables.

Such a large amount of data was generated for this study that it was not considered reasonable to place it all in the main text of this report. Therefore, the highlights are presented in this chapter and in Chapter 4, and the detailed data are given in Supply and Demand Tables in the Appendices. Table NSA1, Nova Scotia Elementary Regular Anglophone Teachers FTE Supply and Demand from 1991-2004 is an example of one of these tables and comes from Appendix P (a). All of the Supply and Demand Tables developed and used for this study are given for New Brunswick in Appendix O (a) Anglophone and (b) Francophone; for Nova Scotia in Appendix P (a) Anglophone, (b) Francophone and (c) Immersion; and for Prince Edward Island in Appendix Q (a) Anglophone, (b) Francophone, and (c) Immersion. Summary tables by province, language and levels are presented in Appendix V.

The teacher FTEs were calculated for each province by language of instruction, grade level and subject area from 1988-89 data on individual teachers. These figures were provided by the Nova Scotia Department of Education but had to be calculated by the investigators from the data sets provided by the New Brunswick and Prince Edward Island Departments of Education. **Table 1 presents the study's base year teachers by language of instruction, grade level and subject area which includes 16,758.0 FTE Anglophone and Immersion teachers and 2,852.4 FTE Francophone teachers in the region.** The teachers, as defined in Chapter 2, were about equal in number for the elementary and the combined junior and senior high levels.

The year 1988-89 was used as the base year and all teacher FTE predictions were made from these figures. The detailed FTEs per year to 2004 for levels, subject areas and language, are presented in the Supply and Demand Tables under D5 in Appendices O, P and Q.

Table NSA1

Nova Scotia Elementary Regular Anglophone Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	3523.5	3529.9	3564.1	3574.2	3586.9	3589.1	3594.8	3597.4	3601.4	3610.8	3624.7	3636.0	3631.5
Teacher Loss:S2	-95.1	-95.3	-96.2	-96.5	-78.9	-79.0	-79.1	-79.1	-79.2	-79.4	-79.7	-80.0	-79.9
Retirement:S3	-72.0	-74.2	-91.0	-91.7	-90.9	-101.4	-103.8	-111.7	-116.0	-108.8	-143.2	-179.3	-204.1
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	141.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0
Non-teaching:S10	-28.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2
Immigrants:S7+S11	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	148.1	184.1	184.1	184.1	184.1	184.1	184.1	184.1	184.1	184.1	184.1	184.1	184.1
Experienced:S15	3356.4	3360.4	3376.9	3386.0	3417.1	3408.7	3411.9	3406.5	3406.2	3422.6	3401.8	3376.7	3347.5
CHANGE													
Curr change:D6	15.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-46.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	3560.0	3564.1	3574.2	3586.9	3589.1	3594.8	3597.4	3601.4	3610.8	3624.7	3636.0	3631.5	3631.5
Changed Cond:D8	3529.9	3564.1	3574.2	3586.9	3589.1	3594.8	3597.4	3601.4	3610.8	3624.7	3636.0	3631.5	3631.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-25.5	-19.6	-13.2	-16.8	12.1	-2.0	-1.3	-10.8	-20.5	-18.0	-50.1	-70.7	-99.9

```
        ____________________ SUPPLY ____________________
       * Inexperienced supply S14       Experienced Supply   *
       * S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5  *
       *_____________________________________________________*

                              Minus

        ____________________ DEMAND ____________________
       *                                                     *
       *              Predicted Teacher FTE D5               *
       *                       + or -                        *
       *         Change in Need for Teachers D6 & D7         *
       *_____________________________________________________*

                              Equals

                             _______
                           * SURPLUS *
                           *   OR    *
                           * SHORTAGE*
                           * _______ *
```

Table 1
Study's Base Year Teachers, Full Time Equivalents
For Maritime Provinces By Languages (1988-89)

	New Brunswick		Nova Scotia			Prince Edward Island			Maritime Totals	
	Anglo	Franco	Anglo	Franco	Immer	Anglo	Franco	Immer	Anglo	Franco
ELEMENTARY										
Regular Teachers	2088.9	1126.8	3556.7	106.6	94.9	511.1	16.9	69.3	6320.9	1250.3
Other Teachers	202.7	89.8	1110.7	23.0	5.3	89.5	1.4	7.8	1416.0	114.2
Principals	93.5	45.7	203.3	6.8	0.0	22.8	1.2	0.2	319.8	53.7
Vice-Principals	31.7	13.9	37.8	0.6	0.0	6.6	0.2	1.6	77.7	14.7
TOTAL ELEM	2416.8	1276.2	4908.5	137.0	100.2	630.0	19.7	78.9	8134.4	1432.9
JUNIOR HIGH										
Regular Teachers	1175.6	570.5	1337.0	26.8	51.3	235.8	7.1	23.7	2823.4	604.4
Other Teachers	170.2	80.2	1185.8	7.3	4.2	44.0	0.7	3.0	1407.2	88.2
Principals	54.2	29.6	93.4	5.1	1.0	13.4	0.3	0.0	162.0	35.0
Vice-Principals	38.0	16.3	68.8	1.9	0.5	9.2	0.3	0.0	116.5	18.5
TOTAL JR HIGH	1438.0	696.6	2685.0	41.1	57.0	302.4	8.4	26.7	4509.1	746.1
SENIOR HIGH										
Math	209.1	91.3	314.2	1.0	0.0	47.4	0.8	0.0	570.7	93.1
English	192.1	60.4	306.5	0.0	0.0	47.9	0.9	0.0	546.5	61.3
French	99.8	87.8	138.9	7.8	1.7	11.9	1.1	3.1	255.4	96.7
Other Languages	1.7	0.0	6.8	0.0	0.0	0.0	0.0	0.0	8.5	0.0
Social Studies	142.3	61.4	360.9	4.3	1.6	36.0	0.6	1.8	542.6	66.3
Biology	59.1	11.9	129.8	0.9	1.0	13.3	0.5	0.0	203.2	13.3
Chemistry	60.0	25.1	99.1	0.2	0.5	11.8	0.4	0.0	171.4	25.7
Physics	48.8	43.0	66.7	0.2	0.0	5.6	0.4	0.0	121.1	43.6
Other Sciences	18.5	2.6	81.0	0.4	0.0	17.2	0.4	0.0	116.7	3.4
Physical/Health Education	68.9	30.7	58.6	0.0	0.0	0.0	0.0	0.0	127.5	30.7
Business Education	113.7	28.2	138.5	0.0	0.3	13.3	0.6	0.0	265.8	28.8
Art	0.0	0.0	16.4	0.0	0.0	5.3	0.0	0.0	21.7	0.0
Drama/Fine Art	18.7	3.0	4.5	0.0	0.0	0.0	0.0	0.0	23.2	3.0
Music	10.2	1.5	24.4	0.0	0.0	4.1	0.2	0.0	38.7	1.7
Industrial Arts/Education	120.0	46.4	101.5	0.0	0.0	8.3	0.7	0.0	229.8	47.1
Home Economics	35.2	21.1	49.8	0.0	0.0	0.0	0.0	0.0	85.0	21.1
Special Education	77.3	47.0	56.6	0.0	0.0	8.9	0.0	0.0	142.8	47.0
Other Subjects	36.2	8.6	163.1	0.2	0.0	6.8	0.0	0.0	206.1	8.8
Principals	29.0	12.2	58.6	2.6	0.0	6.9	0.3	0.0	94.5	15.1
Vice-Principals	33.9	19.0	67.6	1.5	0.0	9.3	0.5	0.0	110.8	21.0
Guidance Counselors	41.6	21.9	88.4	0.0	0.0	13.5	0.5	0.0	143.5	22.4
Librarians	12.2	6.2	39.8	0.0	0.0	6.1	0.3	0.0	58.1	6.5
Other Instr. Admin.	30.9	16.8	0.0	0.0	0.0	0.0	0.0	0.0	30.9	16.8
TOTAL SR HIGH	1459.2	646.1	2371.7	19.1	5.1	273.6	8.2	4.9	4114.5	673.4
GRAND TOTAL	5314.0	2618.9	9965.2	197.2	162.3	1206.0	36.3	110.5	16758.0	2852.4

See section "Supply and Demand Tables" for explanation

Teaching Force (S1).

As discussed in the methodology chapter, S1 represents the experienced teaching force that is available as a pool of teachers from the past year. This pool is obtained in this model by predicting the teaching force, as described later in the section D5, the Demand for Teachers in Unchanged Conditions, and then anticipating the change to this force due to economic and curriculum changes, i.e. D6 and D7. With these changes, the pool of experienced teachers (D8)is moved forward to the next year and classified as S1, the Previous Teaching Force.

All of the figures for S1 are presented in the first row of the Supply and Demand Tables presented for each of the three Maritime Provinces, by Anglophone, Francophone and Immersion, except for New Brunswick where French Immersion is not used as a separate category because separate teacher FTEs were not calculated for French Immersion for reasons explained in Chapter 2. These tables are located in Appendices O, P, and Q.

Teacher Loss and Retirement Pool (S2).

The loss of teachers from the system due to leaving for another position, death, child rearing or other such causes was calculated for each of the provinces and entered in the second row of the Supply and Demand Tables. The actual number was taken as a percentage of the teaching force and applied to each of the projected years proportional to the number of FTEs in each subject area and language group. In addition, a pool of teachers was found who were still teaching and yet had become eligible to retire in some prior year and, therefore, could retire at any time. Retirement data and discussions with personnel in the retirement divisions of the provinces indicated that teachers were retiring earlier and closer to their first eligible year. Further, those teachers who continued to teach after eligibility were diminishing so quickly that in a few years most teachers would be retiring as soon as they are eligible. For this reason, this pool for each province was phased out through the teacher loss section of the model equally over the years 1990-91 to 1994-95.

In New Brunswick, the number of teachers that were lost through attrition between 1987-88 and 1988-89 was 246 FTEs including both Anglophones and Francophones. The pool of eligible retirees who continued to teach numbered 65 FTEs in 1989-90 and was divided proportionately between the two language groups and phased out equally over the years 1990-91 to 1994-95.

In Nova Scotia, 245 teachers who were eligible to retire were still teaching in 1989-90. These were divided proportionately among the three language groups and subject areas and phased out over the five years. The number of FTEs lost from the system between 1987-88 and 1988-89 were 222 Anglophones, 2.4 Francophones and 10.4 French Immersion and these were taken as a percentage of the total FTEs and applied throughout the study period.

In Prince Edward Island, the post-first-eligible retiree pool was 34.3 FTEs and were all Anglophone. There were 35.0 FTEs lost from the system between 1987-88 and 1988-89 and this was taken as a percentage of the teaching force and applied over the period of the study.

Retirement (S3).

As can be seen in row 3 of Table NSA1, retirement was calculated for each subject area, language group and year. These negative figures were added to S1, the Teaching Force and are given for each province in Appendices O, P and Q.

Figures 2, 3, 4 and 5 give the FTE teachers by the first year eligible to retire on full pension. Of course, there is no guarantee that these teachers will retire on these dates, but there is evidence (as provided by the heads of the teacher pension divisions) to indicate that most teachers will retire as soon as they become eligible for a full pension. The trend is the same for each province and, therefore, the Maritimes. The number of Anglophone teachers in the Maritimes first eligible to retire will increase dramatically, so that the 2004 figures are more than four times the 1991 figures. The Maritime Francophone FTE figures increase over this time period but less dramatically than the Anglophone.

In New Brunswick the Anglophone retirement predictions, growing by a factor of approximately 3.5, are higher than the Francophone growth rate of 1.3, but there is not as much difference as at the regional level. In Nova Scotia and Prince Edward Island the retirements increase by five to six-fold over the study time period. There is no doubt that retirement is the most significant factor affecting the need for teachers over the next fifteen years.

Sabbatical (S4).

The process of awarding sabbatical leaves for any given year varies among the three Maritime Provinces. In Nova Scotia the local school boards approve the number of sabbatical leaves to be granted and these are usually negotiated in the local contract. In New Brunswick and Prince Edward Island, teachers apply to a provincial committee for their leaves and the number of leaves is determined at the provincial level. On Prince Edward Island the number of leaves that may be granted annually is seven whereas in New Brunswick the number is .005 times the number of fulltime equivalent teachers employed in the province as of September 30th of the year of application.

Figure 6 shows the number of sabbatical leaves awarded in each of the three provinces since 1985-86. The number of sabbatical leaves awarded each year appears stable; that is, the number of teachers leaving each year on sabbatical leave is approximately the same as the number returning. Therefore, the annual demand or supply of teachers should not be affected by sabbatical leaves.

Figure 2
Maritime Teachers Eligible to Retire

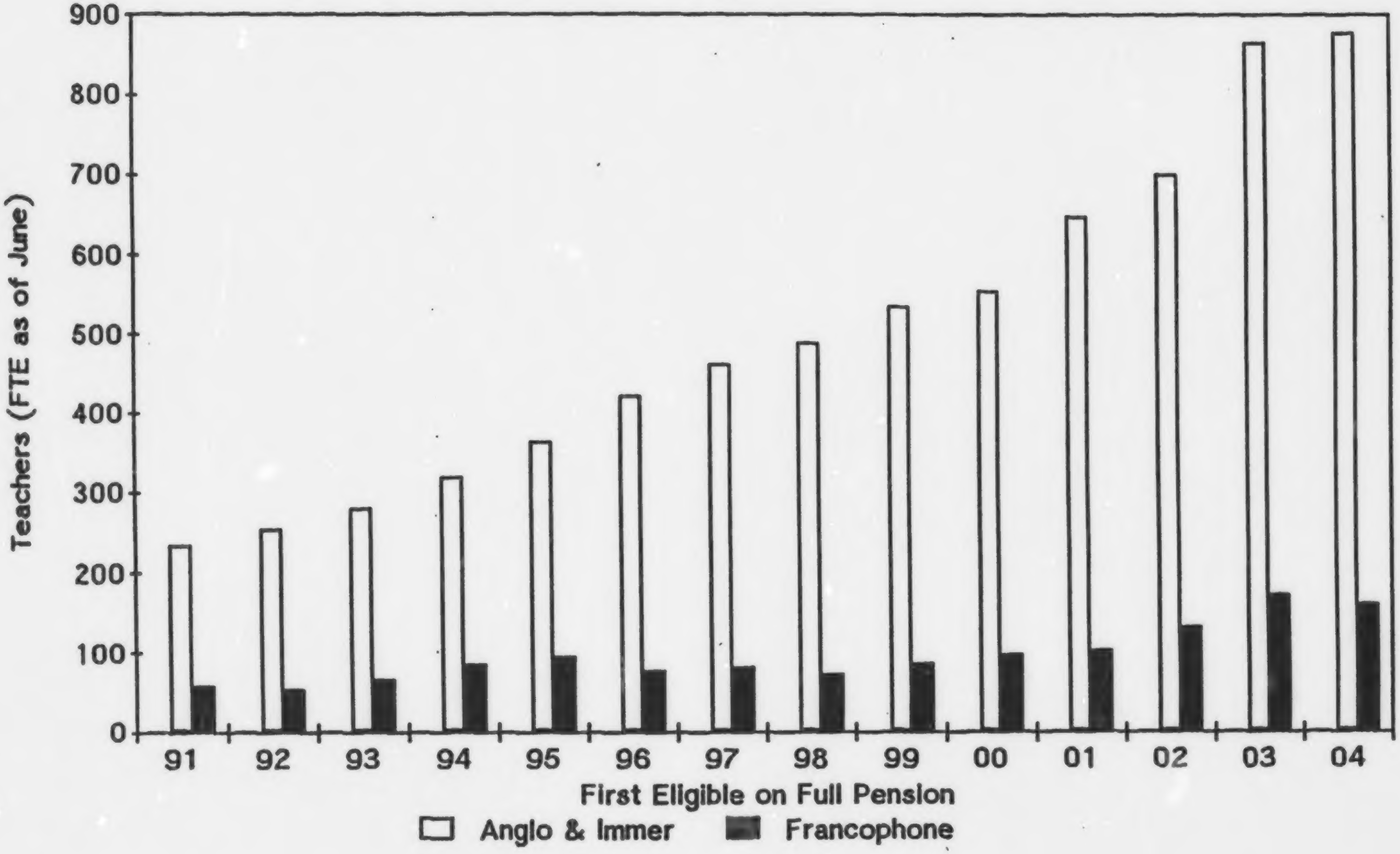


Figure 3
NB Teachers Eligible to Retire

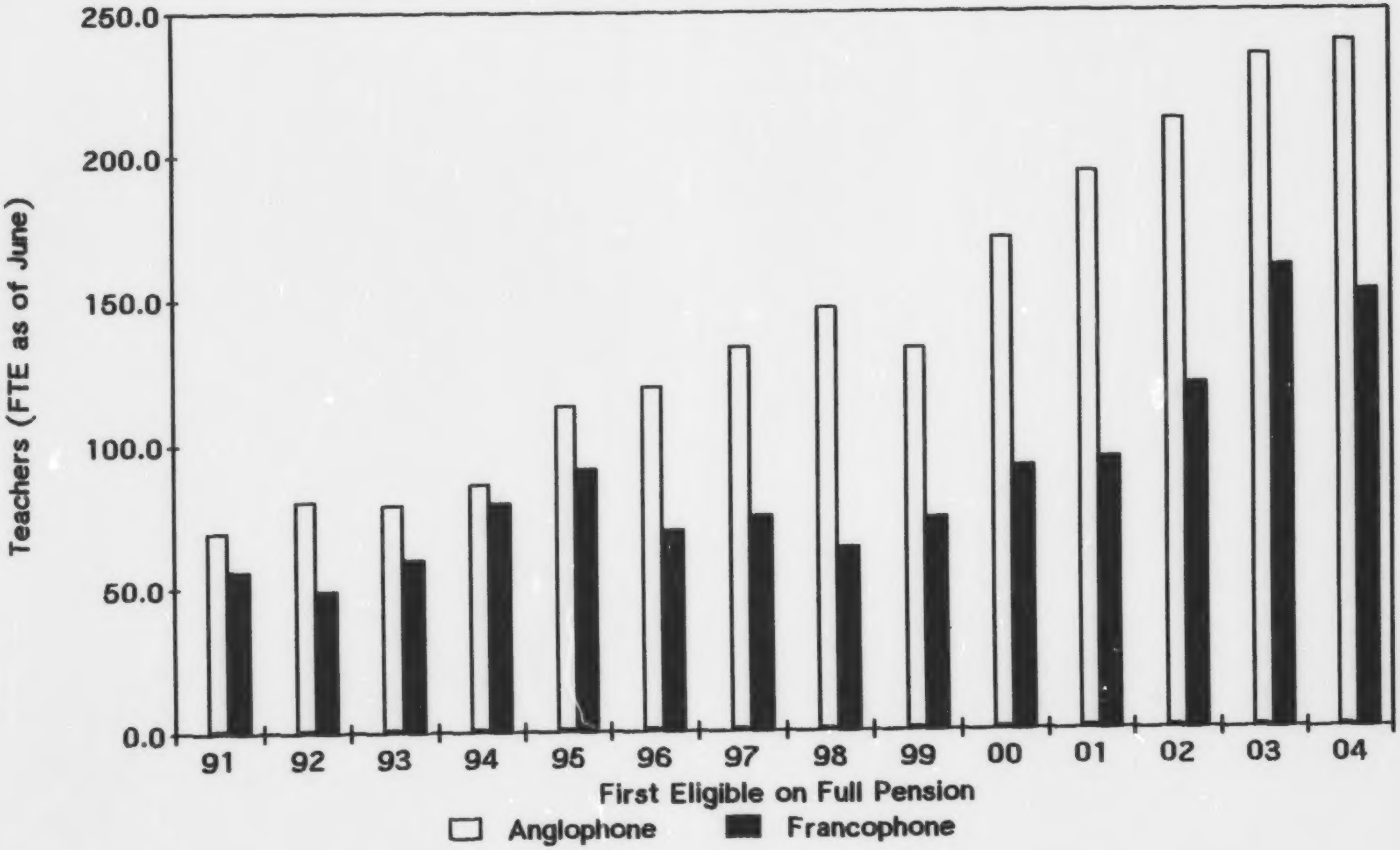


Figure 4
NS Teachers Eligible to Retire

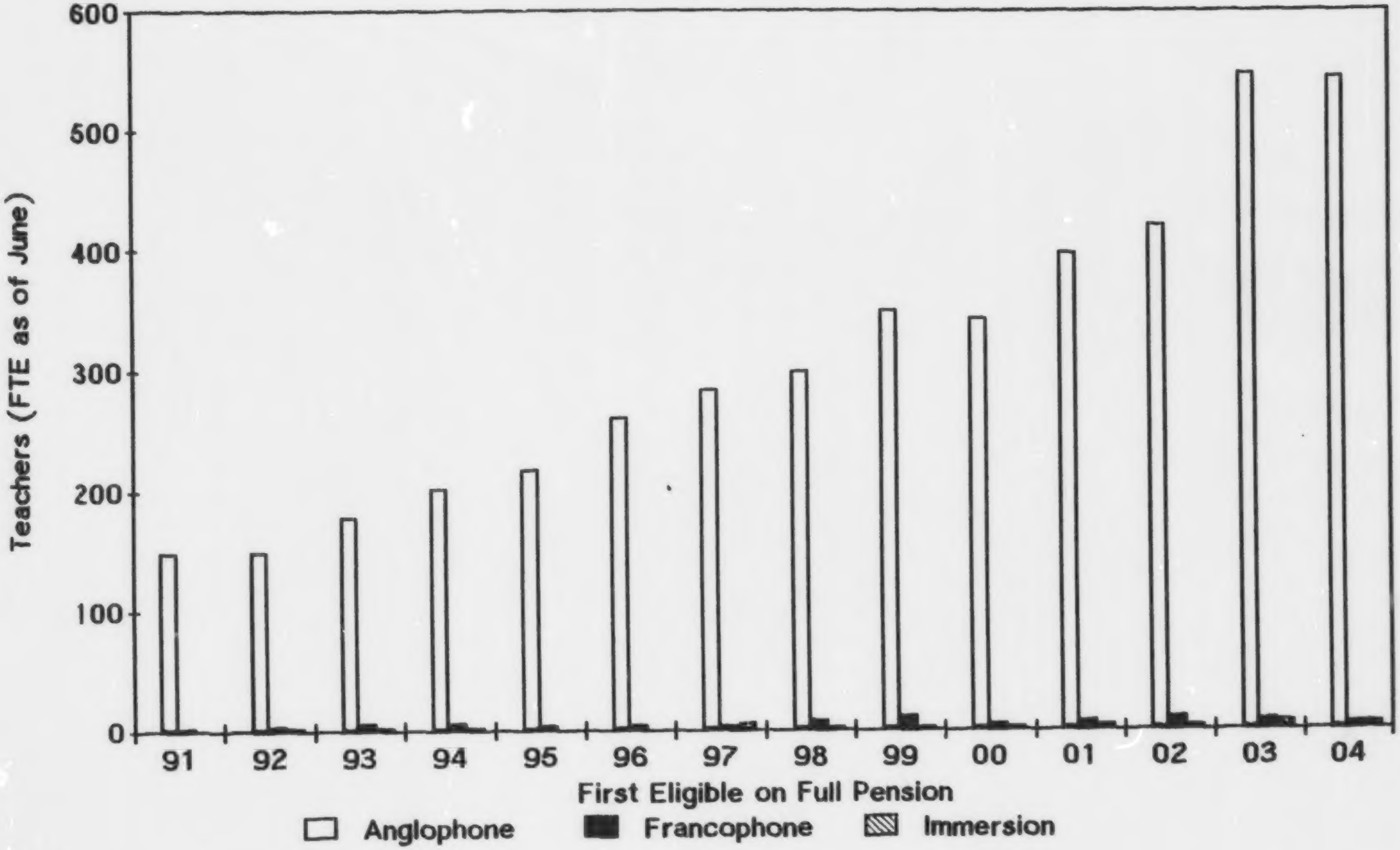


Figure 5
PEI Teachers Eligible To Retire

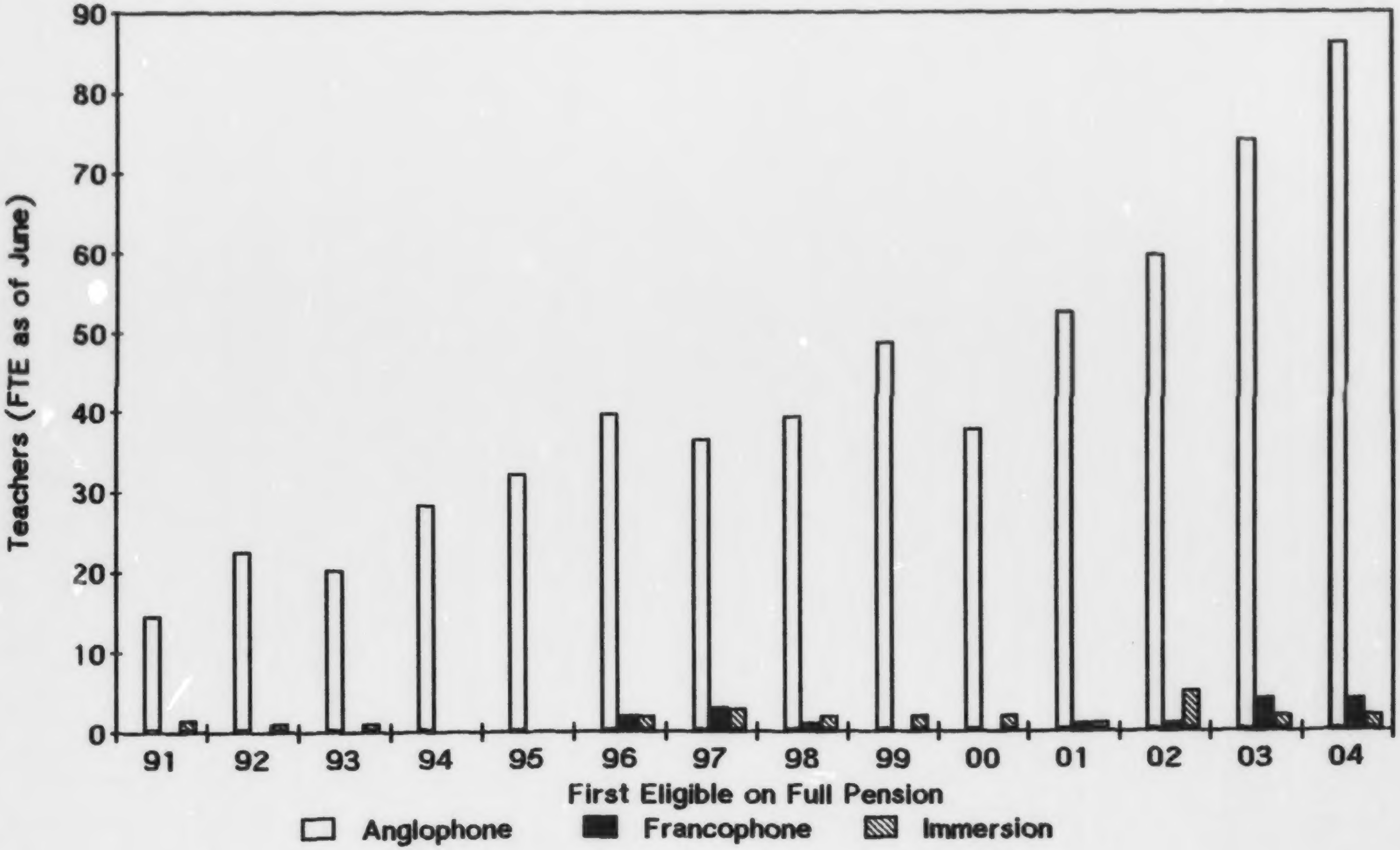
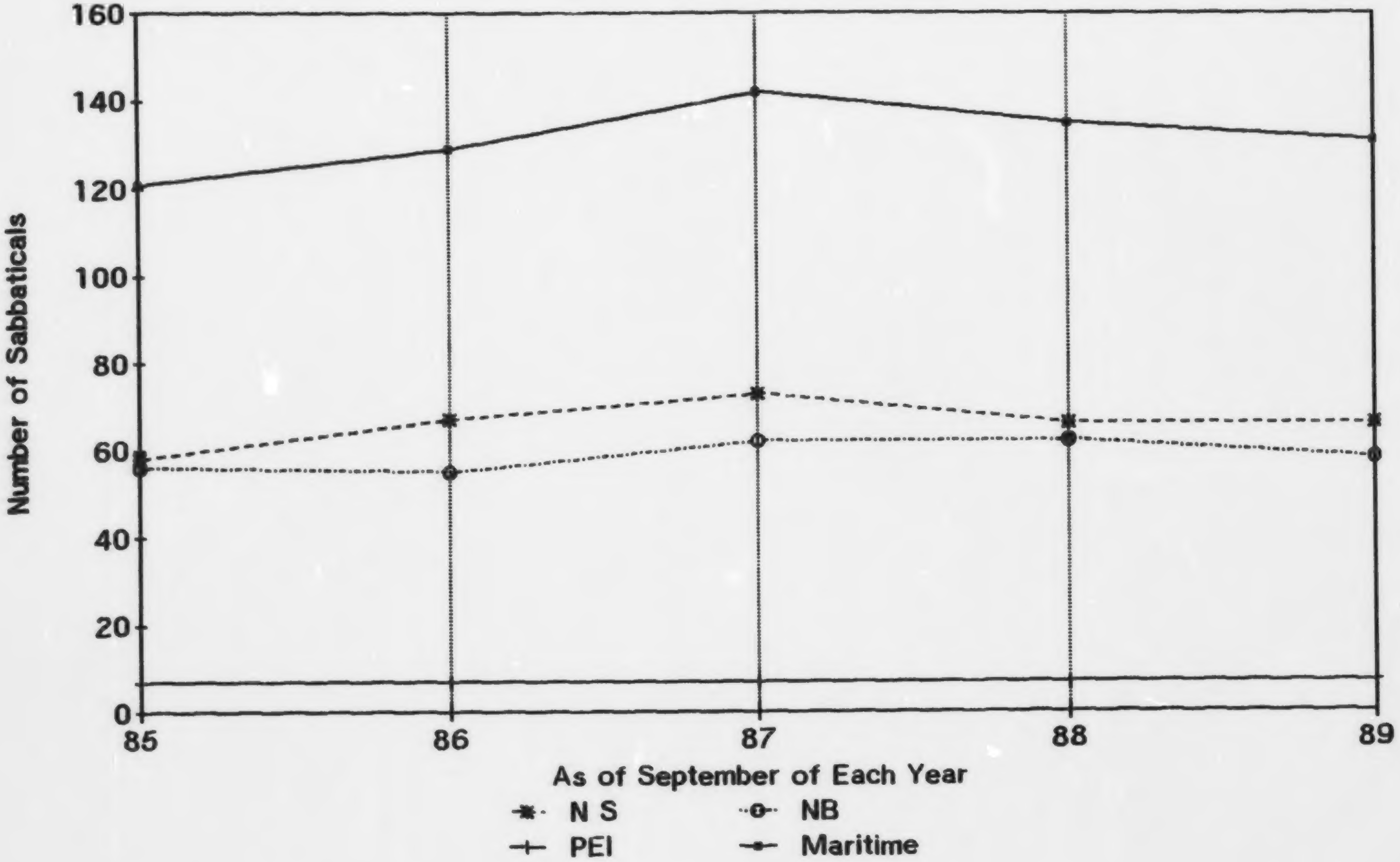


Figure 6
Sabbaticals In The Maritimes



Deferred Salary (S5).

The number of teachers who have either gone on deferred salary leave since 1987 or who are projected to participate in this plan by 2004 is presented in Figure 7 for Nova Scotia, New Brunswick, Prince Edward Island and the Maritime Provinces.

Figure 7 shows that the total number of deferred salary leaves is very stable on Prince Edward Island (4 per year), relatively stable in Nova Scotia and is increasing in New Brunswick, having more than doubled between 1990 and 1996-97. Regionally deferred salary leaves will increase to the year 1996-97 owing to increases in New Brunswick and then remain relatively stable to 2004.

The number of deferred salary leaves is projected to remain relatively constant in Nova Scotia and Prince Edward Island and increase significantly in New Brunswick. The New Brunswick fluctuations in the participation rate in the deferred salary plan has been factored into the new supply of teachers on a yearly basis to the year 1996 by increasing the number of leaves taken equally among the years from 1990-96 until the percentage of New Brunswick teachers on leave equalled the maximum number permitted by the provincial contract, i.e., two percent of the teacher workforce.

Reentrant Teachers (S6).

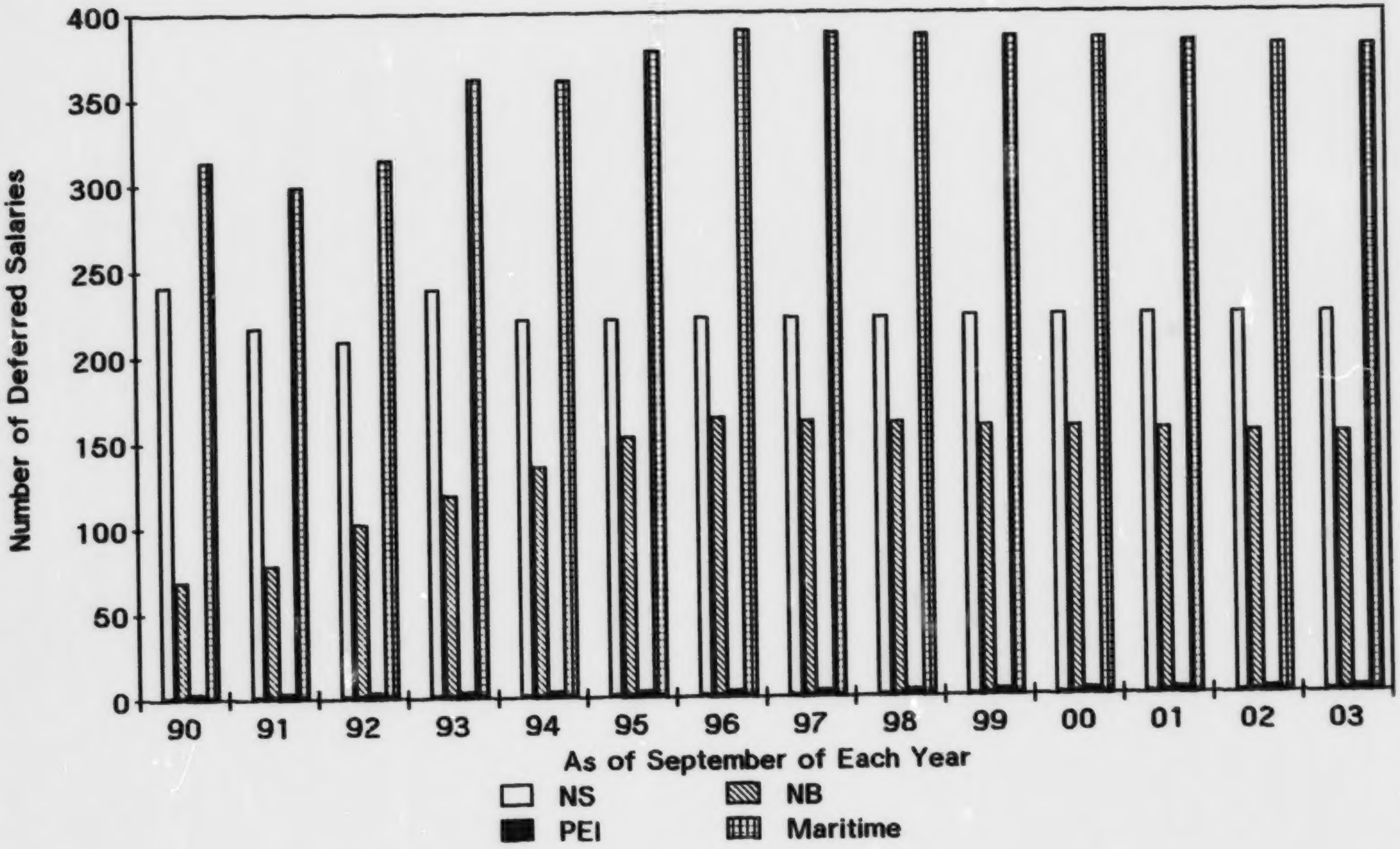
"Reentrant teachers" (that is, former teachers with teacher training who have been out of the workforce for some time) is a difficult variable to assess in terms of impact on the supply of teachers should teaching positions become available. How many people with teacher training would return to teaching or begin a career? How many people with teacher training and experience would leave their current nonteaching positions?

In order to obtain some indication of the number of these potential teachers in the Maritime Provinces, officials in 12 school boards as well as the Department of Education officials at the three Provincial Departments of Education were asked if they had data on the topic or, in the absence of data, for their personal opinion. It was concluded that the deficiencies and inconsistencies in the data made it impossible to make projections on the impact of reentrant teachers on the supply of teachers. However, the potential impact of reentrant teachers on teacher supply is discussed in Chapter 4.

Immigrant Teachers - New and Experienced (S7 and S11).

This study projects that between 1991-92 and 2004 the number of teachers immigrating to the Maritime Provinces will remain

Figure 7
Deferred Salaries In The Maritimes



constant, i.e. 97 per year in Nova Scotia, 78 per year in New Brunswick and 19 per year on Prince Edward Island. The methodology used to derive these constants is explained in Chapter 2.

The data obtained from school boards appears to support the decision to keep constant the number of immigrant teachers. During the interviews, school boards were asked if the number of inquiries and/or applications from qualified teachers willing to move to their school districts had increased or decreased over the past couple of years. Ten of the twelve school boards interviewed reported no change in the total number of requests for information or applications from teachers from outside the Maritime Provinces. Two boards, one rural board in both Prince Edward Island and Nova Scotia, indicated a very slight decrease in their inquiries.

Substitute/Supply Teachers (S8).

The results of the substitute/supply teacher questionnaire and the school board interviews are presented below for each province and for the Maritime Provinces as a whole.

Questionnaire

New Brunswick. The New Brunswick Department of Education was asked to forward a questionnaire to a 20% sample of certified teachers on the supply list for the 1988 calendar year. In total 315 questionnaires were sent out and 200 useable questionnaires were returned giving a response rate of 63.5%.

Results indicate that 87% of the supply teachers who responded to the questionnaire in New Brunswick are willing to work fulltime or at least 50% of the time, 20.7% are willing to relocate in the Maritime Provinces, 87.6% of the respondents are female and the age grouping with the largest number of teachers is 40-44.

It is interesting to note that of those respondents willing to work fulltime or at least 50% of the time, as shown in Table 2, those willing to teach in English language schools are more frequently found in the youngest age range at all levels, elementary, junior high and senior high (English 30-44, Immersion 35-49 and French 35-47). In addition, English language supply teachers are more willing to relocate than either Immersion or Francophone teachers i.e. English 32.3%, Immersion 8.6% and French 6.0% (percentages are averages for elementary, junior high and senior high combined).

Table 2

Profile of Responses from Substitute Teachers Willing to Work Fulltime or at Least 50% of the Time New Brunswick 1988-89

	Elementary	Junior High	Senior High
Total number of respondents willing to work full-time or at least 50% of the time	Eng: 75 Imm: 27 Fr: 32	Eng: 50 Imm: 13 Fr: 16	Eng: 60 Imm: 10 Fr: 4
Respondents willing to go to work full-time or at least 50% of the time as a percentage of the total sample	Eng: 86.2% Imm: 96.4% Fr: 94.1%	Eng: 87.7% Imm: 100.0% Fr.: 94.1%	Eng: 83.3% Imm: 90.0% Fr.: 100.0%
% willing to relocate in the Maritime Provinces	Eng: 30.6% Imm: 7.4% Fr.: 6.3%	Eng: 35.4% Imm: 7.7% Fr.: 6.3%	Eng: 32.6% Imm: 20.0% Fr.: 0.0%
Age grouping with largest number of substitute teachers	Eng: 40-44 Imm: 45-49 Fr.: 42-47	Eng: 25-29 Imm: 42-47 Fr.: 42-47	Eng: 30-34 Imm: 35-39 Fr.: 35-39
Gender (Female)	Eng: 94.6% Imm: 92.3% Fr.: 93.5%	Eng: 85.7% Imm: 84.6% Fr.: 87.5%	Eng: 82.8% Imm: 90.0% Fr.: 92.9%
Gender (Male)	Eng: 5.4% Imm: 7.7% Fr.: 6.5%	Eng: 14.3% Imm: 15.4% Fr.: 12.5%	Eng: 17.2% Imm: 10.0% Fr.: 7.1%

Nova Scotia. The Nova Scotia Department of Education mailed 600 questionnaires to substitute teachers on their list for the 1988-1989 school year. Four hundred and one useable questionnaires were returned resulting in a return rate of 67%.

The results of the survey revealed that 90.8% of the respondents in Nova Scotia are willing to work fulltime or at least 50% of the time, 19.4% would relocate in the Maritime Provinces if a job were available, almost 82% are female, and the age grouping with the largest number of teachers is 40-44 years of age.

Table 3 shows that the percentage of teachers willing to work fulltime or more than 50% of the time is above 75% for all levels and reaches a high of 96.3% at the junior high level in English language schools which included French Immersion. Of those who would teach full-time or more than 50% of the time, 32.9% of Anglophone, 16.6% of Immersion and 37.9% of Francophone teachers would relocate in the Maritime Provinces if a job were available (percentages are the averages for elementary, junior high and senior high combined). Major differences were not apparent between the teachers with respect to age and gender.

Prince Edward Island. Seventy-five questionnaires were sent to substitute teachers on Prince Edward Island and 62 useable questionnaires were returned giving a return rate of 82.6%. Names were taken from the 1988-89 substitute teacher lists.

Results of the survey indicated that 89.1% of the respondents would be willing to teach fulltime or at least 50% of the time, 19.1% would relocate in the Maritime Provinces, 90.2% are female and the age grouping containing the highest number of teachers is 25-29.

Table 4 shows that of those teachers willing to work fulltime or more than 50% of the time, only 23.3 % of English language teachers would be prepared to relocate (this percentage is for elementary, junior high and senior high combined). However, it should be noted that the total number of respondents in each of the Immersion and French categories was quite small, 7 and 2 respectively. No major differences with respect to gender and age were found.

Table 3

Profile of Responses from Substitute Teachers Willing to Work Fulltime or at Least 50% of the Time
Nova Scotia
1988-89

	Elementary	Junior High	Senior High
Total number of respondents willing to work full-time or at least 50% of the time	Eng: 204 Imm: 14 Fr: 15	Eng: 129 Imm: 9 Fr: 11	Eng: 125 Imm: 6 Fr: 7
Respondents willing to go to work full-time or at least 50% of the time as a percentage of the total sample	Eng: 91.9% Imm: 87.5% Fr: 88.2%	Eng: 96.3% Imm: 90.0% Fr.: 91.7%	Eng: 94.0% Imm: 75.0% Fr.: 87.5%
% willing to relocate in the Maritime Provinces	Eng: 30.5% Imm: 14.3% Fr.: 40.0%	Eng: 37.1% Imm: 22.2% Fr.: 45.5%	Eng: 33.3% Imm: 16.7% Fr.: 28.6%
Age grouping with largest number of substitute teachers	Eng: 35-39 Imm: 30-34 Fr.: 30-34	Eng: 35-39 Imm: 30-34 Fr.: 30-34	Eng: 30-34 Imm: 30-34 Fr.: 30-34
Gender (Female)	Eng: 89.7% Imm: 78.6% Fr.: 80.0%	Eng: 80.6% Imm: 66.7% Fr.: 72.7%	Eng: 77.6% Imm: 50.0% Fr.: 57.1%
Gender (Male)	Eng: 10.3% Imm: 21.4% Fr.: 20.0%	Eng: 19.4% Imm: 33.3% Fr.: 27.3%	Eng: 22.4% Imm: 50.0% Fr.: 42.9%

Table 4

Profile of Responses from Substitute Teachers Willing to Work Fulltime or at Least 50% of the Time
Prince Edward Island
1988-89

	Elementary	Junior High	Senior High
Total number of respondents willing to work full-time or at least 50% of the time	Eng: 31 Imm: 4 Fr: 1	Eng: 24 Imm: 0 Fr: 0	Eng: 25 Imm: 3 Fr: 1
Respondents willing to go to work full-time or at least 50% of the time as a percentage of the total sample	Eng: 86.1% Imm: 75.0% Fr: 100.0%	Eng:100.0% Imm: - Fr.: -	Eng:100.0% Imm: 67.7% Fr.:100.0%
% willing to relocate in the Maritime Provinces	Eng: 22.6% Imm: 0.0% Fr.: 0.0%	Eng: 29.2% Imm: - Fr.: -	Eng: 20.0% Imm: 0.0% Fr.: 0.0%
Age grouping with largest number of substitute teachers	Eng: 25-29 Imm: 25-54 Fr.: 40-44	Eng: 25-29 Imm: - Fr.: -	Eng: 25-29 Imm: 25-49 Fr.: 40-44
Gender (Female)	Eng: 93.3% Imm: 100.0% Fr.: 100.0%	Eng: 87.5% Imm: - Fr.: -	Eng: 83.3% Imm:100.0% Fr.:100.0%
Gender (Male)	Eng: 6.7% Imm: 0.0% Fr.: 0.0%	Eng: 12.5% Imm: - Fr.: -	Eng: 16.7% Imm: 0.0% Fr.: 0.0%

Maritime Provinces. A total of 990 questionnaires were sent to certified supply/substitute teachers in the three Maritime Provinces and 663 useable questionnaires were returned resulting in a response rate of 67%.

Of all the respondents 89.4% are willing to work fulltime or at least 50% of the time, 19.8% would relocate if a job were available, 84.3% are female and the age grouping with the largest number of respondents was 40-44.

Table 5 indicates that of those willing to work fulltime or at least 50% of the time, Anglophone teachers were most willing to relocate, 31.9% as compared to 11.1% of Immersion and 14.9% of Francophone teachers (percentages are for elementary, junior high and senior high combined). With respect to the percentage of respondents willing to work fulltime or at least 50% of the time, age and gender were relatively consistent between groups.

Table 6 shows that of the 663 substitute/supply teachers who responded to the questionnaire in the three Maritime Provinces 75.4% indicated that they are willing to work fulltime if jobs were available and 14% indicated that they would teach at least 50% of the time. When the responses of the sample are generalized to the substitute/supply teacher population, it would appear that there are approximately 3,700 teachers in the Maritime Provinces who would accept a fulltime teaching position if one were available and about 690 teachers who would be willing to work at least 50% of the time. Moreover, about 20% of all substitute teachers (almost 1000 teachers) indicated they would be willing to relocate in the Maritime Provinces.

Examined on a provincial basis, 69.8% (1,099) of supply teachers in New Brunswick would teach fulltime and 17.2% (271) would teach at least 50% of the time. Of these, 20.7% or 326 teachers are willing to relocate in the Maritime Provinces. In Nova Scotia, 78.2% (2,346) substitute teachers would accept a fulltime position and 12.2% (366) would teach more than 50% of the time. Moreover, 26.5% (795) would relocate. On Prince Edward Island, 78.2% (309) of substitute teachers would teach fulltime and 10.9% (43) of teachers would teach at least 50% of the time and 19.1% (75) would relocate.

Table 7 shows the substitute/supply teachers pool by subject in which they were trained to teach. This information will be discussed in Chapter 4 in the section entitled Supply Minus Demand for teachers.

Table 5

Profile of Responses from Substitute Teachers Willing to Work Fulltime or at Least 50% of the Time Maritime Provinces 1988-89

	Elementary	Junior High	Senior High
Total number of respondents willing to work full-time or at least 50% of the time	Eng: 310 Imm: 44 Fr: 48	Eng: 203 Imm: 22 Fr: 27	Eng: 210 Imm: 18 Fr: 22
Respondents willing to go to work full-time or at least 50% of the time as a percentage of the total sample	Eng: 89.9% Imm: 91.7% Fr: 92.3%	Eng: 94.4% Imm: 95.7% Fr.: 84.4%	Eng: 91.3% Imm: 81.8% Fr.: 95.7%
% willing to relocate in the Maritime Provinces	Eng: 30.0% Imm: 9.0% Fr.: 16.7%	Eng: 35.7% Imm: 13.6% Fr.: 22.2%	Eng: 31.6% Imm: 16.7% Fr.: 9.1%
Age grouping with largest number of substitute teachers	Eng: 40-44 Imm: 30-34 Fr.: 40-44	Eng: 25-29 Imm: 30-34 Fr.: 40-44	Eng: 30-34 Imm: 32-37 Fr.: 37-42
Gender (Female)	Eng: 91.2% Imm: 88.4% Fr.: 89.4%	Eng: 82.7% Imm: 77.3% Fr.: 81.5%	Eng: 79.7% Imm: 77.8% Fr.: 81.8%
Gender (Male)	Eng: 8.8% Imm: 11.6% Fr.: 10.6%	Eng: 17.3% Imm: 22.7% Fr.: 18.5%	Eng: 20.3% Imm: 22.2% Fr.: 18.2%

Table 6

Profile of Substitute Teachers in the Maritime Provinces Wanting to Teach Fulltime or at Least 50% of the Time

	Maritime Provinces	Nova Scotia	New Brunswick	Prince Edward Island
Number of substitutes in 20% sample	990	600	315	75
Total substitute pool (20% sample x 5)	4950	3000	1575	375
% wanting to teach fulltime	75.4	78.2	69.8	78.2
% wanting to teach more than 50% of the time	14.0	12.6	17.2	10.9
% willing to relocate	19.8	19.4	20.7	19.1

School Boards

Generally speaking the answers to questions on the substitute/supply teacher pool by school boards were similar throughout the Maritime Provinces. Table 8 presents a summary of the results indicating divergent responses where applicable.

The responses from school boards indicate that most certified teachers on substitute/supply lists in the Maritime Provinces are given an opportunity to do some substituting/supply work during the year and that the typical substitute teacher will work at least 6 or more days. Ten of the eleven school boards interviewed indicated problems in finding substitute/supply teachers for high school mathematics, science and French. It is important to note that this observation is consistent with the data obtained from the substitute supply teachers which revealed that teachers trained to teach in these subject areas constituted a relatively small proportion of the substitute/supply teacher pool.

Based on the discussions with school board officials, the New Brunswick supply of substitute teachers appears to be inadequate in some Anglophone and Francophone school districts. The fact that

Table 7

Number of Responses from Sample of Substitute Teachers in the Maritime Provinces Willing to Teach Fulltime or at Least 50% of the Time by Subject for Which They Were Trained to Teach

	Nova Scotia			New Brunswick			P.E.I.			Maritime Provinces		
	Eng	Fr	Imm	Eng	Fr	Imm	Eng	Fr	Imm	Eng	Fr	Imm
Elementary												
Regular teacher	172	1	1	75	5	4	28	0	0	275	6	5
English			1		4	3					4	4
French	17			7						24		
PhysEd/Health Ed	19			4			3			26		
Music	7	1		3			2			12	1	
Art	6			3	1	1	2			11	1	1
Special Ed	13			6	2					19	2	
Junior High												
Regular teacher	108	3	0	48	2	2	23	0		179	5	2
English		1			3	2					4	2
French	13			6						19		
Phys. Ed.	14			4			3			21		
Business Ed	1									1		
Music	1			2						3		
Art	4			1	1	1				5	1	1
Drama/Fine Arts	1									1		
Ind. Arts		1									1	
Home Economics	8	1		2			3			13	1	
Special Ed	7			4						11		
Senior High												
Math	4									4		
English	6			5	1					11	1	
French	5	2	1	5	2	2	1		2	11	4	5
Other languages	3									3		
Social Studies	17			10	2	1	6			33	2	1
Chemistry												
Physics	2			2						4		
Biology	7			2	1		2			11	1	
Other sciences	5		1	3	1	1	3			11	1	2
Phys Ed/Health Ed	14			3			1			18		
Business Ed	5			6	1					11	1	
Music				1						1		
Art	4			1	2	2				5	2	2
Drama/Fine Arts	1			1						2		
Indus Arts/Indus Ed	4			1						5		
Home Economics	9	1					3	1		12	2	
Special Ed.	13			4	2		2			19	2	
Guidance Counsl.	1			2						3		
Librarian	1		2				1			2		2
Total*	492	11	6	211	30	19	83	1	2	786	42	27

* The totals are in most cases slightly larger than the number of respondents because some teachers indicated having training in more than one subject.

Table 8

School Board Responses to Questions Regarding Substitute Teachers Maritime Provinces 1989-90

Question	Rural	Urban
1. Do most substitute/supply teachers in your school district get to do some substitute teaching during the year?	Yes	Yes
2. How many days of substituting work does your typical subtitute teacher get?	6-20 days	10 to over 20 days
3. How would you rate the availability of substitute/supply teachers in your district?	Inadequate: 1 (Fr N.B.) 1 (Fr N.B.) 1 (Ang N.B.) Adequate: 3	Inadequate: 1 (Fr N.B.) 1 (Ang N.B.) Oversupply: 2 (Eng N.S.) 1 (Eng P.E.I.)
4. In what areas are shortages being experienced?	High school math, science, French French immersion, also specialist areas such as music and industrial arts	High school math, science and French, High school English in a French school district (N.B.) Music at the elementary level and finally French immersion at all levels

Nova Scotia and Prince Edward Island have more substitute/supply teachers as a proportion of their total teacher workforce population supports this conclusion.

Moreover, it is important to note that the shortage of substitute/supply teachers identified in both Anglophone and Francophone New Brunswick had already been identified by two previous studies conducted by the New Brunswick Department of Education: Robert Chouinard, État de la Situation Relative à la Suppléance, avril, 1988 and Teachers Supply Report and Recommendations. (Government Publication), December 1986. It would appear that the supply of certified substitute/supply teachers continues to be an area of concern in New Brunswick.

The data on substitute teachers will be discussed and considered in Chapter 4 in the Section on Supply Minus Demand.

Maritime Education: New Graduates (S9).

The thirteen teacher training institutions in the Maritime Provinces generally train teachers to teach in English first language or French first language schools. However, within the English language school system, French Immersion classes have become more and more popular so that at least four of the thirteen institutions indicated that they are training immersion teachers for either or both the elementary or secondary levels (Université Sainte-Anne, University of Prince Edward Island, Dalhousie University and Mount Saint Vincent University). French Immersion is dealt with generally in these data as a sub-section of the English first language system.

New Teacher Graduates 1987-90.

Tables 9 through 12 show the total number of education graduates for the three Maritime Provinces by province and by region. Year to year comparisons by subject area would be inaccurate as some of the universities were unable to provide a breakdown by subject area for the time period.

Table 13 shows the total number of education graduates in the Maritime Provinces by province and by language of instruction between 1987 and 1990. A consistent increase in the total number of graduates for both the English and French first language schools can be observed. The French first language schools were also increasing until there was a slight drop in 1990. The number of graduates from English first language institutions increased from 735 in 1987 to 922 in 1990 and the number of French first language graduates went from 135 in 1987 to 145 in 1990. The total increase in the teacher training supply between 1987 and 1990 was about 20% for the English first language schools and approximately 7% for the French first language schools.

Table 9

Total Number of Graduates from Teacher Training Programs by Subject Area and Language of Instruction Province of Nova Scotia, 1987-1990

	Academic Year							
	1987		1988		1989		1990	
	Eng	Fr	Eng	Fr	Eng	Fr	Eng	Fr
Elementary								
Regular teacher	132	3	180	1	184	4	185	4
Immersion	18		9		12		21	
Total	150	3	189	1	196	4	206	4
Junior High								
Regular teacher	8		19		16		14	
Phys. Ed.	15		16		21		18	
Senior High								
Math	12		17		18		27	
English	19		27		39		40	
French/French Immersion	18		27		21	3	33	4
Social Studies	25		45	1	59		54	
Sciences	15		30		46		48	
Phys Ed/Health Ed	39		34		36		35	
Business Ed	2		1		1			
Music	1		1		1		1	
Art								
Drama/Fine Arts	16		11		14		15	
Indus. Arts.Indus. Ed.	10		10		10		15	
Home Economics	3		7		9		7	
Special Ed.								
Total	183	3	245	2	291	3	307	4
Total (Elem. and Sec.)	333	3	434	2	487	7	513	8
Graduates unspecified*	30	0	30	0	0	0	0	0
GRAND TOTAL	363*	3	464	2	487	7	513	8

*Saint Francis Xavier University was unable to give data by specialty area for 1987 and 1988. Grand total includes their graduates.

Table 10

Total Number of Graduates from Teacher Training Programs by Subject Area and Language of Instruction Province of New Brunswick 1987-1990

	Academic Year							
	1987		1988		1989		1990	
	Eng	Fr	Eng	Fr	Eng	Fr	Eng	Fr
Elementary								
Regular teacher	80	36	77	26	81	36	105	41
Total	80	36	77	26	81	36	105	41
Junior High								
Regular teacher								
Industrial Arts	11		6		9			
Senior High								
Math	8		10	2	9	5	18	5
English	9	3	12	5	11	1	19	4
French/French Immersion	8	6	9	9	8	8	22	12
Social Studies	20	5	18	1	20	4	26	6
Sciences	8	2	7	5	7	5	23	9
Phys Ed/Health Ed	27	22	27	28	26	24	29	28
Business Ed	24	3	10	5	24	6	15	2
Music	1	6	1	2	1	5	9	4
Art		1	1	1	1	1	1	
Drama/Fine Arts		3		8		2		
Indus. Arts.Indus. Ed.	8	13	12	4	2	2	4	
Home Economics	11		10		2	1	15	
Special Ed.		7		14		18	12	10
Total	135	71	123	84	120	82	193	80
Total (Elem. and Sec.)	215	107	200	110	201	118	298	121
Graduates unspecified*	102	25	115	19	105	23	73	16
GRAND TOTAL	317	132**	315	129	306	141	371	137

*Saint Thomas and Mount Allison were unable to provide data by subject specialties for entire time period.

**This Grand Total includes one-year BEd graduates at Moncton.

Table 11

Total Number of Graduates from Teacher Training Programs by Subject Area and Language of Instruction Province of Prince Edward Island, 1987-1990

	Academic Year							
	1987		1988		1989		1990	
	Eng	Fr	Eng	Fr	Eng	Fr	Eng	Fr
Elementary								
Regular teacher	40		22		27		22	
Immersion	2				3		1	
Total	42		22		30		23	
Junior High								
Regular teacher								
Phys. Ed.								
Ind. Arts								
Senior High								
Math			1				2	
English	5		3		3		1	
French/FrenchImmersion	1		3		1	1	1	
Social Studies	6		3		4		5	
Sciences	1		5		3		5	
Other sciences								
Phys Ed/Health Ed								
Business Ed								
Music								
Art								
Drama/Fine Arts								
Indus. Arts.Indus. Ed.								
Home Economics					1		1	
Special Ed.								
Total	13		15		12	1	15	
GRAND TOTAL (Elem & Sec)	55		37		42	1	38	

Table 12

Total Number of Graduates from Teacher Training Programs by Subject Area and Language of Instruction Maritime Provinces, 1987-1990

	Academic Year							
	1987		1988		1989		1990	
	Eng	Fr	Eng	Fr	Eng	Fr	Eng	Fr
Elementary								
Regular teacher	252	39	279	27	292	40	312	45
Immersion	20		9		15		22	
Total	272	39	288	27	307	40	334	45
Junior High								
Regular teacher	8		19		16		14	
Phys. Ed.	15		16		21		18	
Ind. Arts	11		6		9			
Senior High								
Math	20		28	2	27	5	47	5
English	33	3	42	5	53	1	59	4
French/French Immersion	30	6	39	9	30	12	56	16
Social Studies	51	5	66	2	83	4	85	2
Sciences	24	2	45	5	56	5	76	9
Geography								4
Phys Ed/Health Ed	66	22	61	28	60	24	64	28
Business Ed	26	3	11	5	25	6	15	2
Music	2	6	2	2	2	5	10	4
Art		1	1	1	1	1	1	
Drama/Fine Arts	16	3	11	8	14	2	15	
Indus. Arts.Indus. Ed.	18	13	22	4	12	2		19
Home Economics	14		17		12	1	23	
Special Ed.		7		14		18	12	10
Total	334	71	386	85	421	86	514	84
Total (Elem. and Sec.)	606	110	674	112	728	126	848	129
Graduates unspecified*	129	25	142	19	107	23	74	16
GRAND TOTAL	735	135	816	131	835	149	922	145

*Saint Thomas, Mount Allison, Moncton, Saint Francis Xavier were unable to supply information by subject area for part of the time period. Grand total includes data from these four institutions.

Table 13

Total Number of Education Graduates by Province and by Language of Instruction 1987-1990

	1987		1988		1989		1990	
	Eng	Fr	Eng	Fr	Eng	Fr	Eng	Fr
New Brunswick	317	132	315	129	306	141	371	137
Nova Scotia	363	3	464	2	487	7	513	8
Prince Edward Island	55		37		43		38	
Maritime Provinces	735	135	816	131	835	149	922	145

Table 14 presents approximately 75% of the total number of education graduates in the Maritime Provinces between 1987 and 1990 by level and by gender as five institutions were unable to supply figures. Female graduates outnumbered male graduates by a ratio of more than 8 to 1 at the elementary level and by almost 2 to 1 at the senior high level. Only at the junior high level do male graduates surpass female graduates and then for only two of the four year periods. For all levels combined, the total number of female graduates outnumbered male graduates by a ratio of almost 3 to 1.

Projected Changes in Number of Teacher Graduates

On the whole, based on the questionnaires completed by the Deans and Heads of teacher training programs, universities in the Maritime Provinces are not planning any major increases or decreases in the total number of students to be graduated from their teacher training programs. Six of the thirteen are not planning any changes and the total impact of the changes in the other seven institutions would result in an additional 27 teachers being trained in 1991. After 1991 only the two French Language institutions, Université Sainte-Anne and Université de Moncton are planning to increase their enrolments. At Université de Moncton the projected number of graduates will rise to 220 from 140 by the year 1996 and then drop to 160 by the year 2000. At Université Sainte-Anne the total number of graduates is projected to increase from 20 in 1990 to 45 by 1993 and then remain constant.

TABLE 14

Total Number of Education Graduates in the Maritime Provinces by Level and Gender 1987-1990[1]

Year	Elementary	Junior High	Senior High	Total
1987	M: 29 F: 215	M: 18 F: 23	M: 104 F: 112	M: 151 F: 350
1988	M: 37 F: 292	M: 34 F: 34	M: 142 F: 214	M: 213 F: 540
1989	M: 37 F: 327	M: 32 F: 34	M: 145 F: 238	M: 214 F: 599
1990	M: 40 F: 332	M: 36 F: 27	M: 172 F: 243	M: 248 F: 602
1987-1990	M: 143 F: 1166	M: 120 F: 118	M: 563 F: 807	M: 826 F: 2091

[1] Statistics represent about 75% of the total number of graduates from 1987-1990 as five institutions were unable to supply figures.

Student Applications to Teacher Training Programs

Table 15 shows the total number of applications to the teacher training programs between 1987 and 1989. These figures indicate that the total number of applications received and applications rejected have risen steadily in the Maritime Provinces since 1987 with the rejection rate climbing from 74% in 1987, to 76% in 1988 and 81% in 1989.

The reasons given by the institutions for rejecting the applications were enrolment limitations, poor academic grades, insufficient number of teachable subjects, personality traits uncovered during an interview that were judged unsuitable, and unfavourable comments contained in confidential reports from referees.

TABLE 15

TOTAL NUMBER OF RECEIVED AND REJECTED APPLICATIONS TO TEACHER TRAINING PROGRAMS IN THE MARITIME PROVINCES 1987-1989*

	1987	1988	1989
Applications received	3853	4440	5672
Applications rejected	2852	3377	4577
% rejected	74%	76%	81%

*Data unavailable for the Nova Scotia School of Art and Design.

Regional Quotas

Three of the thirteen teacher training institutions have admission policies that require quotas be established by geographical region. University of Prince Edward Island accepts only five students from outside the province. At Saint Francis Xavier University 60% of the students must come from Nova Scotia and 40% may come from outside the province. Nova Scotia Teachers College gives preference to students from Nova Scotia.

Overall, however, the average number of students from the Maritime Provinces was estimated by most institutions to be in the 80 to 90% range. The only exception was Nova Scotia College of Art and Design who indicated that 50% of their students came from outside the Maritime region.

Student Recruitment

In the Maritimes, five institutions indicated having problems recruiting qualified candidates to enrol in mathematics and science programs and three institutions cited problems with recruiting candidates to enrol in French or French Immersion programs. There were no recruiting problems in the other areas.

Program Requirements

Entrance requirements, the length of the programs, the duration of teaching practicum and the course requirements should not change dramatically over the next decade. However, there are a few exceptions. As of September 1989, Nova Scotia Teachers College has replaced a three year Associate in Education diploma (A.E.D.) with a four-year joint Bachelor of Education program with Mount Saint

Vincent University. The result of this change will be 71 fewer graduates in 1992 than in 1991. However, the number of graduates is in fact projected to increase by 19 students in 1993 and then remain constant.

Mount Saint Vincent University and the Nova Scotia School of Art and Design would like to have a two-year Bachelor of Education. University of Prince Edward Island now requires a 70% average for entrance to their program and the possibility of extending both their one and four-year Bachelor of Education programs by one year is under study. University of New Brunswick is presently conducting a complete review of its programs.

Recruitment of Faculty

Over the next decade it is estimated that 142 of the 247 fulltime faculty members will be lost from the teacher training institutions in the Maritime Provinces either through retirements or other types of attrition. Recruitment or replacement faculty presently is not perceived as a major problem for most institutions although seven of the institutions indicated some difficulties, especially for methods courses. (The Nova Scotia College of Art and Design described problems in all areas.) However, since about 50% of the present faculty will be lost, the likelihood of having problems recruiting staff in the future is quite high.

Program Expansion

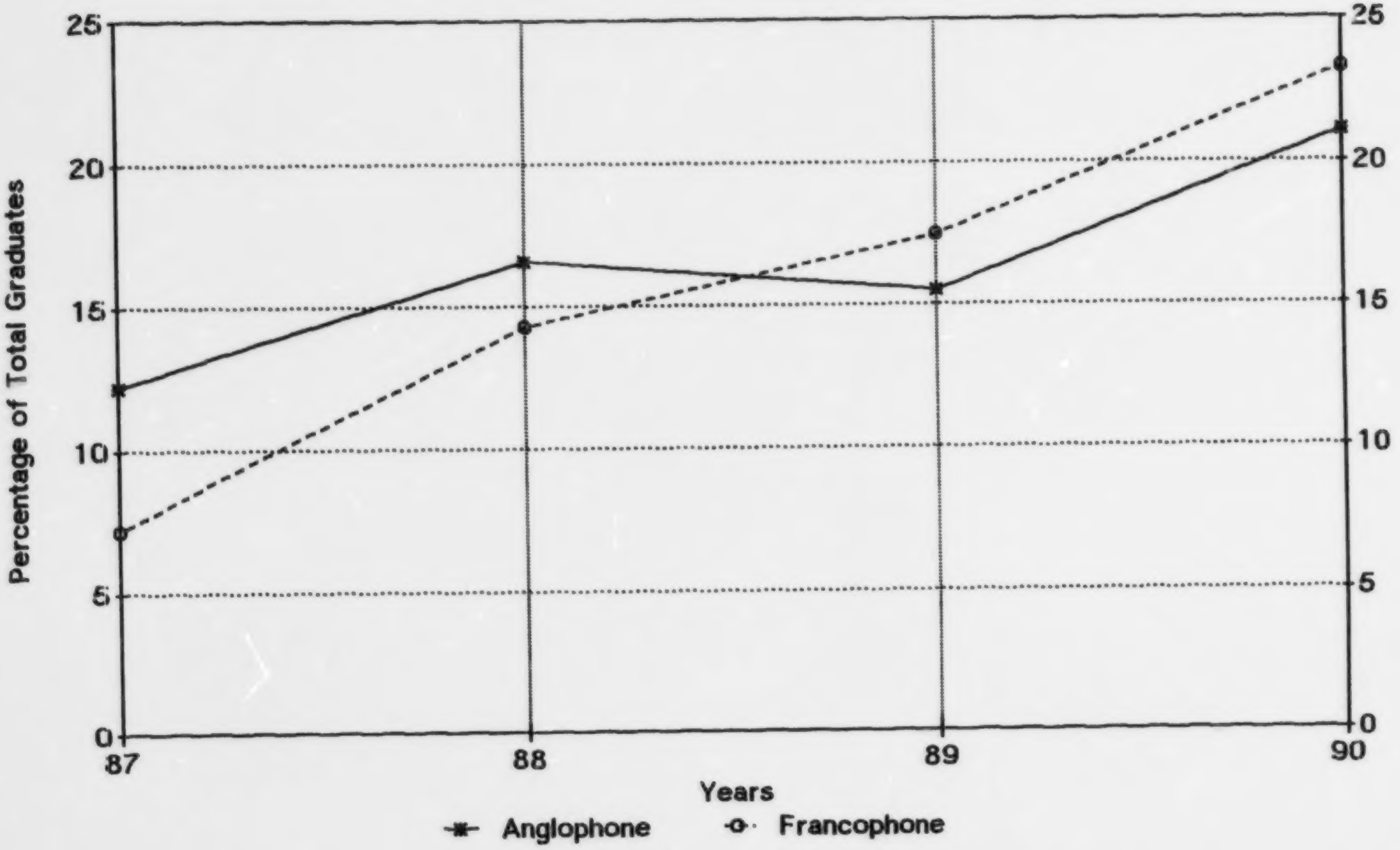
All of the institutions indicated a willingness to consider accepting more students and expand their programs if the need arose. The lead time required for such an expansion varied from four months to one year depending on the institution. However all agreed that expansion would require additional financial resources to hire more faculty.

General Comments

At the end of each interview, the deans and heads of teacher training programs were invited to make additional comments on the state of teacher training programs in the Maritime Provinces. One comment that was expressed by a majority of the heads was the need to extend both the integrated and sequential Bachelor of Education programs by one year. Institutions were also aware of the increased need for French, mathematics and science teachers and some of the institutions were already expanding in this area.

Figure 8 shows that the number of graduates trained in mathematics, science and French has almost doubled in English language teacher training institutions (12.2% to 23.3%) and tripled in the Francophone institutions (7.2% to 21.1%) between 1987 and 1990. This should help meet the needs in these areas.

Figure 8
Maritime Grads: Math, Science, French



Nonteaching and Emigration (S10).

Data covering the entire Maritime Provinces region on the number of new graduates from the Maritime Provinces teacher training institutions who will accept nonteaching positions or emigrate outside the Maritime Provinces each year could not be found. However, some more specific studies were found and the results are presented below.

Non-Teaching Positions

The Nova Scotia Department of Vocational and Technical Training (1988) completed a study on education graduates from Nova Scotia teacher training institutions who had been certified to teach by the province but had not taught 175 days in any given year since their certification. The study found that 58.5% of the 1980 graduates, 52.2% of the 1981 graduates, 48.1% of the 1982 graduates, 37.4% of the 1983 graduates and 24.7% of the 1984 graduates had gone into nonteaching jobs.

Annual follow-up studies conducted by the Nova Scotia Teachers College and the Université de Moncton on their graduates who found positions revealed that 16.2% of the 1986 graduates, 13.9% of the 1987 graduates, 9.5% of the 1988 graduates and 8.8% of the 1989 graduates accepted nonteaching positions after graduation. These figures exclude those graduates who continued their studies. The percentage of new graduates going into nonteaching positions at Université de Moncton went from 11.65 in 1986 to 16.8% in 1987 and 14% in 1988.

Emigration

The study conducted by the Nova Scotia Department of Vocational and Technical Training (1988) found that between 1980 and 1984, 36.9% of all education graduates in the province had emigrated outside the Maritime Provinces.

The average emigration of Nova Scotia Teachers College graduates employed outside the Maritime Provinces for 1986, 1987 and 1988 was 31.5%. In 1989 the rate was even higher with 72% of those teachers finding positions outside the region. These emigration rates exclude those students who continue their studies. At Université de Moncton 17% of the 1988 education graduates emigrated outside the Maritime Provinces to find jobs. At Mount Allison University (Hamilton, 1990), 47% of the 1988 education students emigrated outside the Maritime Provinces after graduation.

Table 16 summarizes the data presented on the number of education graduates moving into nonteaching positions or emigrating outside the Maritime Provinces.

Table 16

Education Graduates Going into Nonteaching Positions or Emigrating Outside the Maritime Provinces
1980-1989

Study	Nonteaching Jobs	Emigration
1. Nova Scotia Department of Vocational and Technical Training	58.2% (1980) 52.2% (1981) 48.1% (1982) 37.4% (1983) 24.7% (1989)	36.9% (1980-1984)
2. Nova Scotia Teachers College	16.2% (1986) 13.9% (1987) 9.5% (1988) 8.8% (1989)	31.5% (1986-1988) 72% (1989)
3. Université de Moncton	11.6% (1986) 16.8% (1987) 14.0% (1988)	17% (1988)
4. Mount Allison University		47% (1988)

These studies indicate that approximately 10 to 60% of the graduates entered nonteaching jobs and 17 to 72% emigrated. However, these studies were conducted in years when few teaching positions were available in this region. The assumption of this supply and demand study is that more teaching positions would be available than teacher graduates and even under this condition 10% of the graduates would go into nonteaching positions and another 10% would emigrate. The researchers believe that more than 10% of the present graduates leave the Maritimes only because positions are not available in this region.

Previous Graduates with No Teaching Experience (S12).

Estimating the number of certified teachers without teaching experience who would return to teaching if a teaching position were available is a difficult task. The only data relevant to this topic came from two of the follow-up studies mentioned previously, one conducted by the Nova Scotia Government and the other by Mount Saint Vincent University.

The Nova Scotia Department of Vocational and Technical

Training surveyed all the graduates from Nova Scotia teacher training institutions between 1980 and 1984 who had not taught for more than 175 days in one year since their graduation. The results of this study indicated that 44.1% of the graduates between 1980-84 who responded to the survey were in nonteaching jobs. However, it is important to note that the percentage had declined each year and had gone from 58.2% in 1980 to 24.7% in 1984.

In the study conducted by Mount Saint Vincent University on their graduates between 1976 and 1985 in which a 70% return was obtained, Hatchette and Uhl (1988) found that 78% of the graduates who responded to the study had been teaching fulltime since graduation. Moreover, 57% of their graduates who had gone into nonteaching jobs indicated that they would accept a teaching position should one become available.

Data that would permit the calculation of the number of teachers to 2004 who would graduate from teacher training institutions in the Maritime Provinces, but not teach could not be found. However, the data that were found suggest that this may be an important source of potential teachers.

Due to the absence of good information on the number of certified teachers in the Maritime Provinces with no teaching experience who might accept a teaching position if one were available, this category of potential teachers will be discussed in this study in the same manner as reentrant and substitute/supply teachers, that is after the Surplus or Shortage for Various Subjects has been calculated in Chapter 4.

Changes in Teacher Education or Certification (S13).

The teacher certification registrars in each of the three Maritime Provinces were asked if any changes in the teacher certification requirements were planned or pending in their province which would impact on the supply of new teachers. Nova Scotia and Prince Edward Island indicated that no changes were planned. New Brunswick is in the process of striking a committee to study teacher certification requirements in the province.

The deans and heads of the teacher training institutions were also asked about changes in their programs which might affect teacher supply. Their responses are found in the section entitled Maritime New Graduates.

In summary, no changes in teacher certification requirements that would affect the supply of new teachers are expected or planned to the year 2004.

School Enrolment (D1).

Figures 9, 10, 11 and 12 give the enrolment trends in the Maritimes, New Brunswick, Nova Scotia and Prince Edward Island by school level and language of instruction from 1985 to 2004. In comparing these figures, it should be noted that the scale used in each of these figures is different because of the large disparity in the number of students enroled in each province. The actual enrolment figures are given in Appendix S.

Each of the provinces and the region show a slight downward movement in the Anglophone student population. The regional Francophone population is also declining slightly but is driven mainly by the large population in New Brunswick. The Francophone enrolment in Nova Scotia decreased from 4135 in 1985-86 to 3810 in 1988-89. It is projected to increase slightly to 3954 in 1994-95 and then remain stable. In Prince Edward Island, the Francophone enrolment was 512 in 1985-86 and 514 in 1988-89. It is projected to increase slightly to about 600 in 1998-99 and then remain fairly stable.

In contrast, French Immersion has increased and is predicted to continue to increase in all three provinces. In New Brunswick, French Immersion increased from 14,478 students in 1985-86 to 16,219 in 1988-89 and is predicted to continue to increase gradually to about 19,000 by 1994-95 and around 21,500 by 2003-04. In Nova Scotia, French Immersion increased from 1859 in 1985-86 to 4300 in 1988-89 and is predicted to increase to approximately 5000 in 1991-92 when it is predicted to remain relatively stable. In Prince Edward Island, French Immersion increased from 2492 in 1985-86 to 3165 in 1988-89 and is predicted to increase to about 3500 in 1991-92 and to about 3800 by 2003-04. The increase in Immersion populations over the years will increase the number of teachers needed in this program.

It can be seen that the decline in student numbers in the region will not place any upward pressure on the need for teachers, except for French Immersion.

Demand for Teachers in Unchanged Conditions (D5).

The demand for teachers in unchanged conditions was calculated as FTEs by province, language of instruction, school level and subject area from 1988-89 actual school teacher data on individual teachers. These figures were provided by the Nova Scotia Department of Education and calculated from the data sets provided by the New Brunswick and Prince Edward Island Departments of Education. Table 1 presents the study's base year teachers (as defined in Chapter 2) by these variables which includes 16,758.0 FTE Anglophone and Immersion teachers and 2,852.4 FTE Francophone teachers in the region. The teachers were about equal in number for the elementary and the combined junior and senior high levels.

The year 1988-89 was used as the base year and all teacher FTE predictions were made from these figures. The detailed FTEs per year to 2004 for levels, subject areas and language, are presented in the Supply and Demand Tables under D5 in Appendices O, P and Q.

Change in Curriculum/Programs (D6).

Senior administrators from each of the three Departments of Education and the three Teacher Associations in the Maritimes (both the Anglophone and Francophone divisions in New Brunswick) were interviewed during April and May, 1990 to determine their predictions for the future on educational issues that will affect curriculum/programs and, in turn affect the demand or supply for teachers. Lists of the questions and the persons interviewed are given in Appendices A, B, and C.

The following topics were highlighted as important and are described below: integration of handicapped children, French instruction, students at risk, kindergarten, sabbatical and deferred salary leaves, and pupil/teacher ratio.

Integration of Handicapped

The integration of handicapped children into classrooms with non-handicapped children is causing major changes within the three *Maritime Provinces'* educational systems and thus affecting curriculum/programs which will in turn lower the teacher pupil ratio. Both Departmental officials and Teacher Association officers believe that this trend toward integrating handicapped children will continue but is somewhere near its full capacity at the present time. The *Nova Scotia* and *New Brunswick* Departmental officials believe that new positions to handle the integration of handicapped students have already been added to the systems and only a few new positions will be added in the future. *Prince Edward Island* appears to be in a similar position, but they have planned for a definite increase in teaching positions over the next three years of 10, 10 and 5 teachers to meet some of the increased pressures brought on by the needs of handicapped children in the classrooms. However, the general trend will be toward hiring more teacher aides rather than teachers.

Some disagreement on the manner in which the integration of handicapped students should take place came from the Teacher Associations which emphasized that more teaching positions would be required. But how many and when, could not be well articulated. The Nova Scotia Teachers Union, for example, was involved in a major study on integration and they did not want to prejudge the

Figure 9
Maritime Student Enrolments

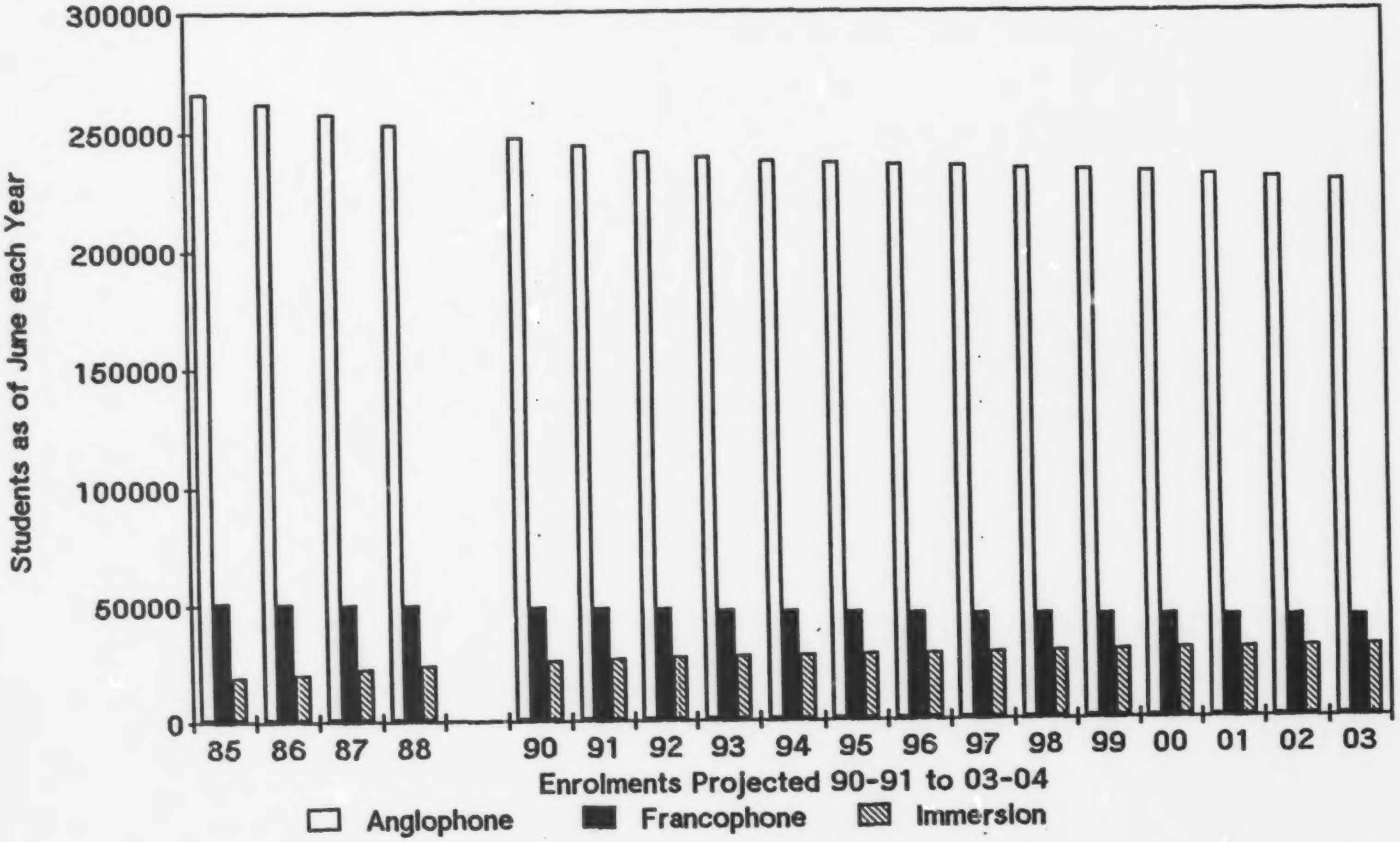


Figure 10
NB Student Enrolments

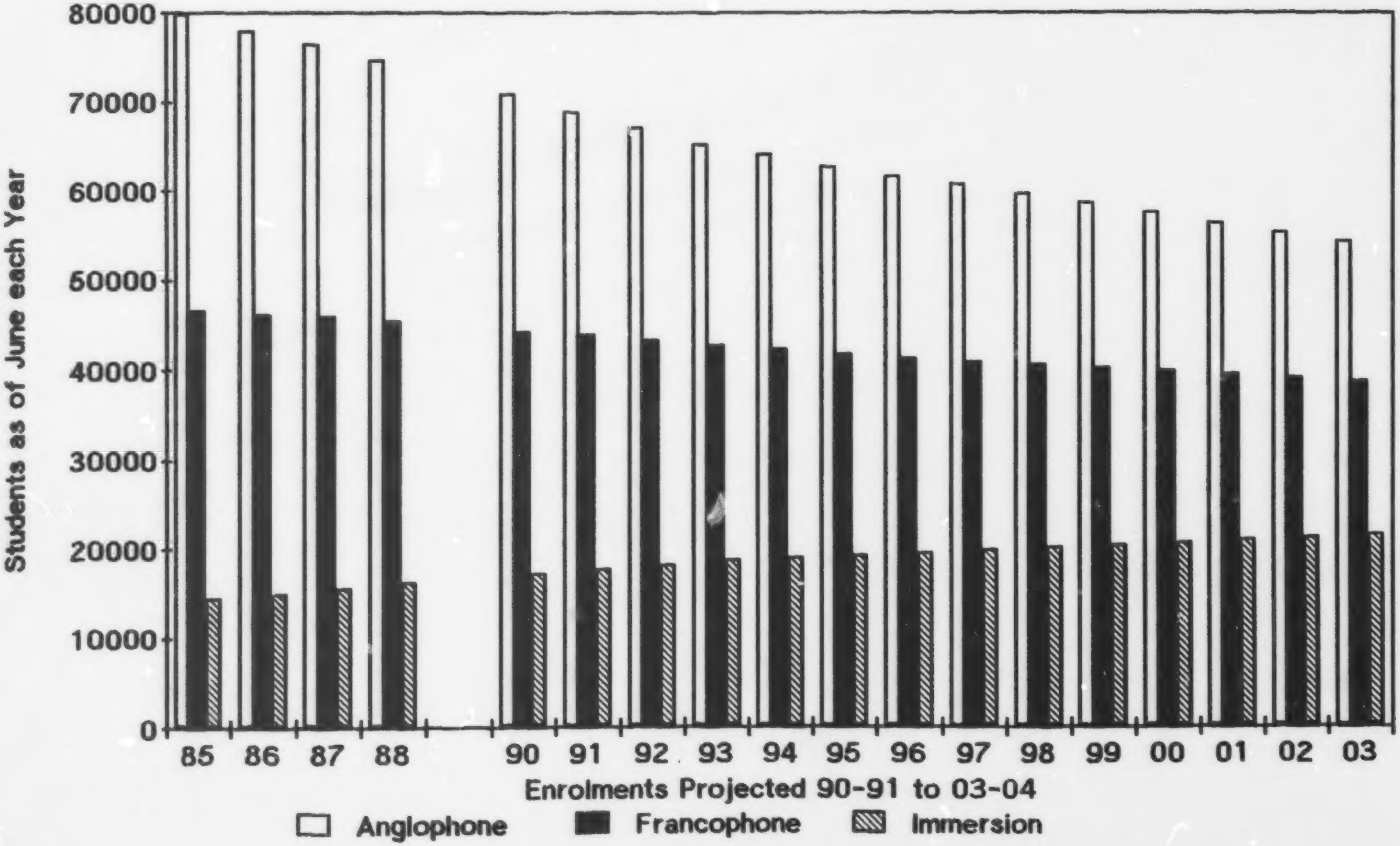


Figure 11
Nova Scotia Student Enrolments

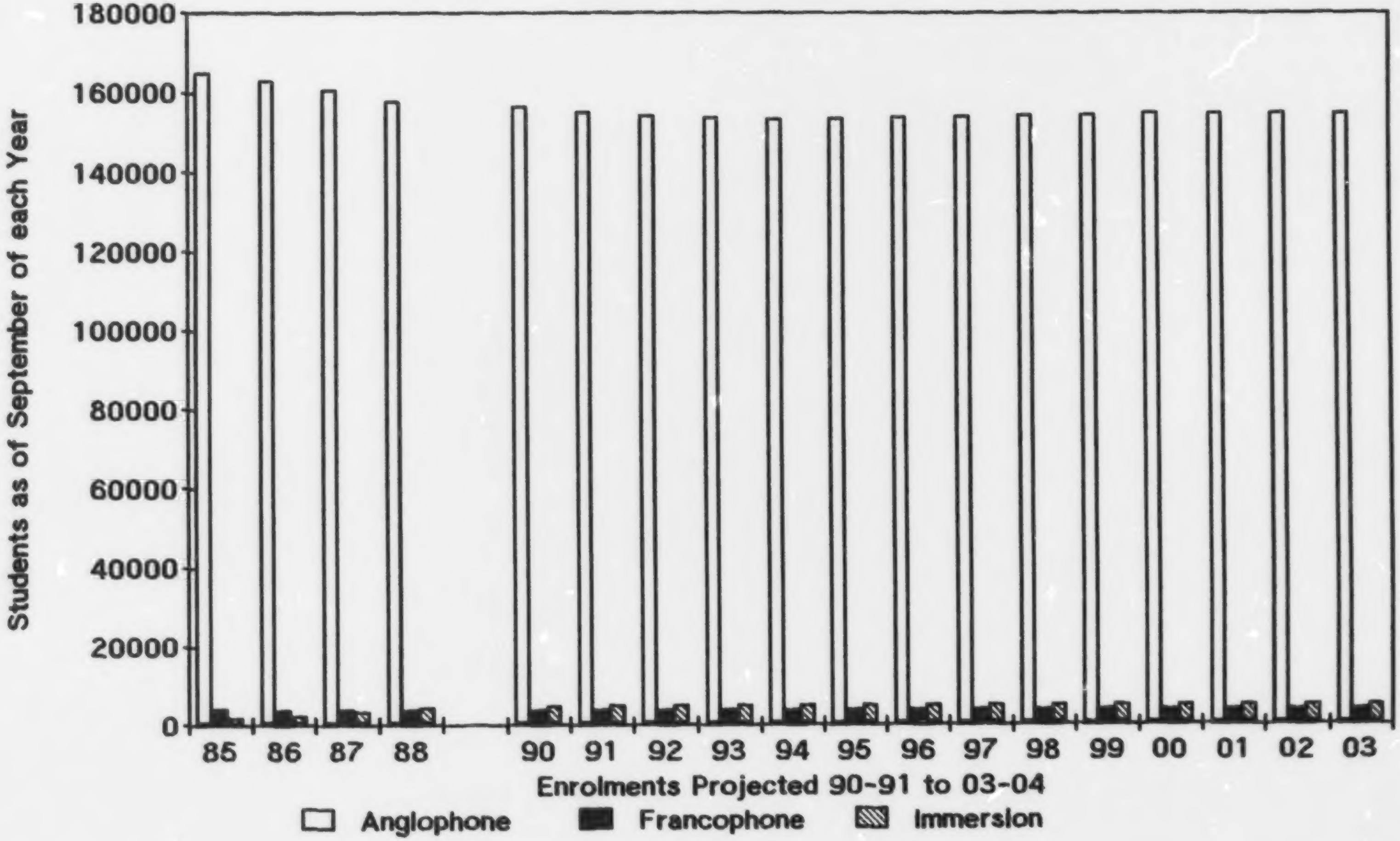


Figure 12
PEI Student Enrolments

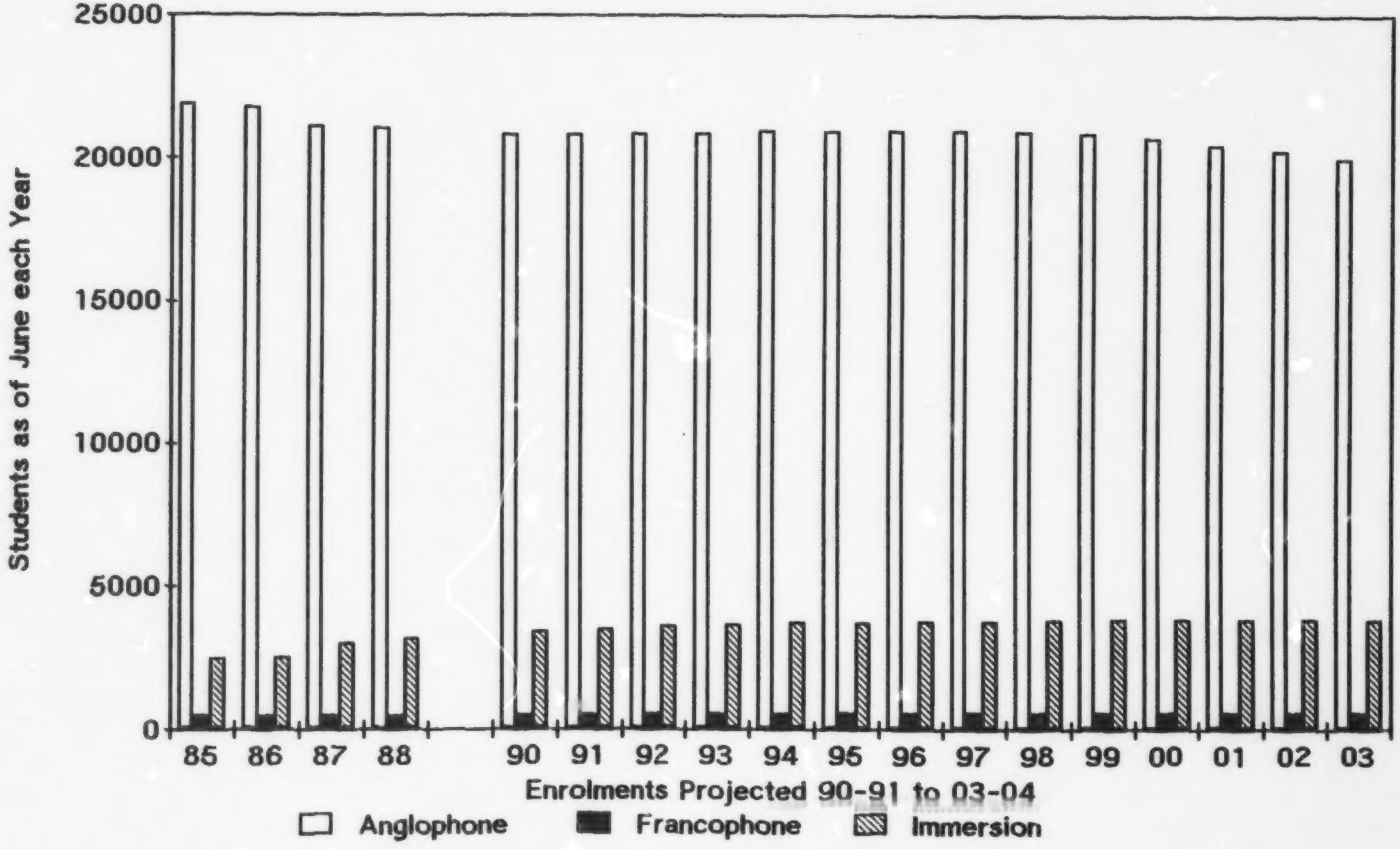


Table 1
Study's Base Year Teachers, Full Time Equivalents For Maritime Provinces By Languages (1988-89)

	New Brunswick		Nova Scotia			Prince Edward Island			Maritime Totals	
	Anglo	Franco	Anglo	Franco	Immer	Anglo	Franco	Immer	Anglo	Franco
ELEMENTARY										
Regular Teachers	2088.9	1126.8	3556.7	106.6	94.9	511.1	16.9	69.3	6320.9	1250.3
Other Teachers	202.7	89.8	1110.7	23.0	5.3	89.5	1.4	7.8	1416.0	114.2
Principals	93.5	45.7	203.3	6.8	0.0	22.8	1.2	0.2	319.8	53.7
Vice-Principals	31.7	13.9	37.8	0.6	0.0	6.6	0.2	1.6	77.7	14.7
TOTAL ELEM	2416.8	1276.2	4908.5	137.0	100.2	630.0	19.7	78.9	8134.4	1432.9
JUNIOR HIGH										
Regular Teachers	1175.6	570.5	1337.0	26.8	51.3	235.8	7.1	23.7	2823.4	604.4
Other Teachers	170.2	80.2	1185.8	7.3	4.2	44.0	0.7	3.0	1407.2	88.2
Principals	54.2	29.6	93.4	5.1	1.0	13.4	0.3	0.0	162.0	35.0
Vice-Principals	38.0	16.3	68.8	1.9	0.5	9.2	0.3	0.0	116.5	18.5
TOTAL JR HIGH	1438.0	696.6	2685.0	41.1	57.0	302.4	8.4	26.7	4509.1	746.1
SENIOR HIGH										
Math	209.1	91.3	314.2	1.0	0.0	47.4	0.8	0.0	570.7	93.1
English	192.1	60.4	306.5	0.0	0.0	47.9	0.9	0.0	546.5	61.3
French	99.8	87.8	138.9	7.8	1.7	11.9	1.1	3.1	255.4	96.7
Other Languages	1.7	0.0	6.8	0.0	0.0	0.0	0.0	0.0	8.5	0.0
Social Studies	142.3	61.4	360.9	4.3	1.6	36.0	0.6	1.8	542.6	66.3
Biology	59.1	11.9	129.8	0.9	1.0	13.3	0.5	0.0	203.2	13.3
Chemistry	60.0	25.1	99.1	0.2	0.5	11.8	0.4	0.0	171.4	25.7
Physics	48.8	43.0	66.7	0.2	0.0	5.6	0.4	0.0	121.1	43.6
Other Sciences	18.5	2.6	81.0	0.4	0.0	17.2	0.4	0.0	116.7	3.4
Physical/Health Education	68.9	30.7	58.6	0.0	0.0	0.0	0.0	0.0	127.5	30.7
Business Education	113.7	28.2	138.5	0.0	0.3	13.3	0.6	0.0	265.8	28.8
Art	0.0	0.0	16.4	0.0	0.0	5.3	0.0	0.0	21.7	0.0
Drama/Fine Art	18.7	3.0	4.5	0.0	0.0	0.0	0.0	0.0	23.2	3.0
Music	10.2	1.5	24.4	0.0	0.0	4.1	0.2	0.0	38.7	1.7
Industrial Arts/Education	120.0	46.4	101.5	0.0	0.0	8.3	0.7	0.0	229.8	47.1
Home Economics	35.2	21.1	49.8	0.0	0.0	0.0	0.0	0.0	85.0	21.1
Special Education	77.3	47.0	56.6	0.0	0.0	8.9	0.0	0.0	142.8	47.0
Other Subjects	36.2	8.6	163.1	0.2	0.0	6.8	0.0	0.0	206.1	8.8
Principals	29.0	12.2	58.6	2.6	0.0	6.9	0.3	0.0	94.5	15.1
Vice-Principals	33.9	19.0	67.6	1.5	0.0	9.3	0.5	0.0	110.8	21.0
Guidance Counselors	41.6	21.9	88.4	0.0	0.0	13.5	0.5	0.0	143.5	22.4
Librarians	12.2	6.2	39.8	0.0	0.0	6.1	0.3	0.0	58.1	6.5
Other Instr. Admin.	30.9	16.8	0.0	0.0	0.0	0.0	0.0	0.0	30.9	16.8
TOTAL SR HIGH	1459.2	646.1	2371.7	19.1	5.1	273.6	8.2	4.9	4114.5	673.4
GRAND TOTAL	5314.0	2618.9	9965.2	197.2	162.3	1206.0	36.3	110.5	16758.0	2852.4

See section "Suppiy and Demand Tables" for explanation task force's findings. The other two associations did not have definite policies on the integration staffing problems, although they acknowledged that it was a major concern to their memberships. Strong arguments were made by union officials for future bargaining to consider handicapped children as equalling 3 or 4 "regular" children when calculating pupil teacher ratios and reminders were given that teacher aides legally cannot teach.

Therefore, D6 has been adjusted to include 25 additional teachers for regular teacher positions in New Brunswick and Nova Scotia, distributed among Francophone and Anglophone regular elementary and junior high teachers proportionately for 1990-91 and 1991-92. For Prince Edward Island, 10 teachers were added for 1990-91, 10 for 1991-92 and 5 for 1992-93. These were distributed proportionately among the regular elementary and junior high teachers.

French Instruction

The need for teachers for French instruction is difficult to analyze because of the many varieties of programs throughout the Maritimes. All three provinces have French Immersion, core French and some types of full Francophone setting. In the last category, Nova Scotia has a few Acadian Schools and two Francophone Schools, Prince Edward Island has one small Francophone District and New Brunswick has many Francophone Schools and districts. The questions in this section were based on the anticipated change to the status quo in French within the provinces.

New Brunswick officials did not feel that much change would occur within the Core program which was recently extended to include grades 1 to 10 and is now implemented in almost all major areas of New Brunswick. With Core French extended to Grade 10, more students will be taking French in these senior grades and a slight increase in demand for Core French teachers will occur. The present teaching force will be encouraged to undergo French language training which will keep the need for new teachers lower than the shift to more French classes would normally indicate.

New Brunswick has the highest participation rate in French Immersion of any province in Canada, with approximately 17,000 students enroled in the programs. Although a slight increase of one or two programs of French Immersion per year are foreseen, which will keep some upward pressure on the need for new French Immersion positions, no major increase in the need for French Immersion teachers is anticipated.

With New Brunswick as the only officially bilingual province in Canada, it is not surprising that the Francophone schools and school districts serve a large percentage, 33%, of the total school population. No major change is anticipated in the programs within the Francophone sections which will increase the demand for teachers beyond the normal numbers, except in the areas of visual arts and music education where an increase in these programs will create approximately thirty new positions for 1990-91, 1991-92 and 1992-93, five in each of the two areas for each of the three years.

Prince Edward Island has a high participation rate in French Immersion similar to New Brunswick and, although a mid-immersion (grade 4) class is being started for the first time, no major expansion is anticipated which will affect the demand for Immersion teachers. However, if the mid-immersion programs expand, there may be more need for Core French teachers in grades 1, 2 and 3 because the Core French in these grades will be a prerequisite for entrance into mid-immersion. For Prince Edward Island, the need for Core French teachers does not seem to be increasing to any great degree.

Prince Edward Island has a small indigenous Francophone population, mainly in the Summerside area, and one school board delivering Francophone programs for the province. But some Federal offices in Charlottetown have increased the need for a Francophone educational centre which probably will increase slightly the demand for Francophone teachers. Overall, the demand will probably remain the same.

Nova Scotia officials recognized that participation of Nova Scotian students in French Immersion is one of the lowest in Canada and that the long term goal will be to increase this participation to at least the national average. However, with the recent funding cutbacks in Education, it was acknowledged that boards probably will not start any more new programs, which will leave the demand for Immersion teachers about the same or slightly less than in past years.

The Core program in French will also be under some downward pressure because of the funding problems. However, most of the Boards offered only the minimum required by the province, so major changes should not occur because of the financial problems. The proposed Public School Program revisions indicate that one Core French course will be compulsory in high school by 1995. With only approximately 80% of grade 9 students taking French presently, the demand for more Core French at the junior high will increase along with the demand at the senior high, translating into an increased need for Core French teachers throughout the secondary school level. Whether this will mean new positions or the retraining of the present workforce is as yet unclear.

Nova Scotia has only two Francophone schools and no major change is seen for services in these areas. Acadian Schools serve

Francophones in specific areas throughout the province at the present time. Some expansion is anticipated at the senior high level in these schools, but no major changes are foreseen which will create a very different demand for Francophone teachers than already exists.

Recently, the failure of the Meech Lake Accord has cast a shadow over the future of French instruction outside Quebec, but since no major change has been made to the Canadian Constitution or by school boards in the Maritimes, no adjustment has been made to D6. But in the near future it may become an important factor in the demand for French teachers.

The study concluded that only a slight upward pressure will continue to occur with the demand for more teacher positions in Core French and French Immersion. Francophone teaching positions will remain constant. Core French teachers will come mainly from retraining the existing workforce and the hiring of replacement teachers that are bilingual in French and English. New French Immersion positions will be available in Nova Scotia, but not until the economic conditions improve. For these reasons, D6 has not been changed for French instruction, except for the addition of 30 positions in New Brunswick to be distributed in the years 1990-91, 1991-92 and 1992-93 in each of the areas of visual arts and music education. These 10 positions per year will be distributed proportionately throughout the elementary, junior high and senior high.

Students at Risk

Each of the three *Maritime Provinces* will see an increased interest in serving "students-at-risk", a term generally used to refer to students who are highly likely to drop out of school before finishing and/or not reaching their potential. This increased interest will carry with it a demand for more teachers trained to handle these students. Usually, these teachers will be trained in counselling and crisis intervention. The Francophone divisions particularly see a need for guidance counsellors and school psychologists to meet needs associated with these students.

This study concluded that servicing the at-risk students will require an increase in the number of teaching positions in the Maritime Provinces. *New Brunswick* will require approximately sixty new positions to provide these programs and monitor the progress of the at-risk students, which will mean an increase of 20 teachers per year for 1990-91, 1991-92 and 1992-93 which have been proportionately distributed in the "other teacher" category at the elementary and junior high levels and guidance counsellors at the senior high level in both Francophone and Anglophone categories. *Nova Scotia* does not anticipate more teaching positions to handle the at-risk students. In *Prince Edward Island*, approximately 7 positions are being added each year for 1990-91 through 1993-94 in the area of guidance counselling and teacher librarians. Therefore, D6 has been increased for the areas and years indicated for each province.

Kindergarten

A major change in the demand for teachers could occur in *New Brunswick* within the next three to five years. All New Brunswick officials who were interviewed for this section of the study, indicated that they thought that the political climate was right for the introduction of kindergarten into the public schools. They estimated that 500 teaching positions would be required for kindergarten. *Prince Edward Island* officials thought that, if New Brunswick introduced kindergartens, a great deal of pressure would be placed on PEI to follow because it would be the last province in Canada to be without a kindergarten or Primary grade. However, no plans had been recently discussed which would allow any strong conclusions to be made for PEI implementation of a grade for five year olds. *Nova Scotia* already has a grade for five year olds, referred to as the Primary grade.

D6 has not been adjusted for New Brunswick to have the 500 new positions for Kindergarten because in a late August contact with the New Brunswick Deputy Minister of Education, he could still not confirm the introduction of this program although it is still being considered by the New Brunswick Cabinet. Obviously, if this change were to occur, it would be accompanied by a significant increase in the demand for Elementary teachers.

Sabbaticals, Deferred Salaries

The officials from the three provinces did not foresee any major change in policies which would affect the number of deferred salaries or sabbatical leaves available or taken by the teachers. Since only change in these factors affects teacher supply and demand, it was concluded that sabbaticals or deferred salary leave policies would not be changed and, therefore, would not affect the trends already set up in teacher supply or demand, requiring no adjustments to be made to D6.

Pupil Teacher Ratio

Education officials from all three provinces predicted that teacher pupil ratios will continue to fall because of the continuous and uneven decline in student enrolment. It is expected that one or two students will leave from each grade but rarely would a total class of any age level leave. This reduction in the pupil teacher ratio will not necessarily mean more teaching positions so D6 was not adjusted for this variable.

Economic Change (D7).

A major change in the economy of the Maritime Provinces could have significant effects on the number of students in the region. If the economy becomes stronger, more families will stay and more families will move to the region and the student population will rise. In addition, increased economic activity means increased taxation revenues, which could result in more generous allocations to Education thus allowing the Departments to hire more support staff and to address any large student teacher ratio problems. This scenario would require more teachers. But if the economy weakens substantially, these trends would reverse and fewer teachers will be required.

To predict the economic trends in Atlantic Canada, the Atlantic Provinces Economic Council (1990) research was used in conjunction with the discussions held with senior officials of the Departments of Education and Teacher Associations as described in the Curriculum Change: D6 section, above.

The Atlantic Provinces Economic Council (APEC) in April 1990 concluded that the unemployment rate in *Prince Edward Island* had steadily risen since 1988 to a present rate of 16.2%, although it has the highest labour force participation rate east of Ontario. "Late winter and early spring will probably mark the worst of Prince Edward Island's slowdown. . . . Overall prospects for 1990 are not promising, although 1991 should be a bit better as major project construction hits full stride" (APEC, 1990, p23). " It appears that a recent environmental report has given the plan for the Island fixed link to the mainland a major setback, which appeared to be the only megaproject on the horizon" (Peters, 1990). The closure of the Summerside Armed Forces base may be offset by some other Federal intervention, so the overall effect will not be as negative as first imagined. **Therefore, with respect to teacher supply and demand, this project concludes that Prince Edward Island's rather stable economy will not have an major positive or negative effect on the number of teaching positions over the prediction time of this project to 2003-2004.**

APEC indicates that, coming off a strong and improving 1989 economy, the *Nova Scotia* labour force figures from February 1990 pointed to a continued economic slowdown, as unemployment went from 9% a year earlier, to 10.9%. "The outlook for Nova Scotia is for slower economic growth as major industries face tougher markets and (in the case of the fishery) severe supply problems" (APEC, 1990, p25). A few bright spots, such as tourism, should offset some of these problems helping the economy to remain somewhat stable.

One of the economic factors that seems to have affected Nova Scotia to a greater degree than the other two Maritime provinces, is the cutback in Federal transfers to the provinces. After the cutbacks were made in the Spring of 1990, New Brunswick and Prince Edward Island experienced almost no effect within their school systems, but Nova Scotia School Boards seemed to be strongly affected. The Nova Scotia Deputy Minister of Education explained that it was because Nova Scotia had not cut teaching positions over the last ten years in proportion to the decline in enrolments. Another decline in transfer payments is expected for 1990-91, which will probably also bring another cut in teaching positions. When speaking with Teacher Union and Department officials, the best estimate of the loss of teaching positions in Nova Scotia is 125 for this year and another 125 for 1991-92. **Therefore, although the economy remains relatively stable, the Province's reaction to the reduction in transfer payments has affected the teacher demand and this study's predictions for Nova Scotia's 1990-91 and 1991-92 teacher demand. Consequently, the Teaching Force has been reduced for each of the two years by 125 teachers. This reduction has been spread proportionately throughout the entire teaching force.**

New Brunswick's economy appears to be the strongest of the three Maritime Provinces growing at about the national pace in 1989. Employment and the participation rate both increased at about the same rate, leaving the unemployment rate barely changed from 1988 at 12.7%. APEC (1990, p29) reported that the economy is becoming more diverse, which will hold it back for the short run, but will still allow it to grow at a "rate faster than the rest of the region and closer to the national average, with gains more broadly based across industries." Agriculture is strong, the fishery and forestry are having some problems, but mining and construction are showing promise. **Overall, the New Brunswick economy looks strong enough to keep the education system very stable, leaving the demand for teachers about the same over the foreseeable future.**

Demand Changed Conditions (D8).

The demand for teachers under changed conditions was calculated by taking the Demand under Unchanged Conditions (D5) and adding or subtracting the changes discussed in the above Curriculum (D6) and Economic (D7) Sections. These figures for teachers of each province by subject area, school level and language of instruction can be found in the Supply and Demand Tables under D8 in Appendices O, P and Q.

This chapter has presented the data for each of the variables of the Teacher Demand and Supply Model used in this study. The next and final chapter will bring all of these variables together to determine the supply and demand for teachers in the Maritime Provinces.

CHAPTER 4

THE REQUIREMENT FOR TEACHERS AS A FUNCTION OF SUPPLY AND DEMAND

This chapter examines the supply and demand of teachers in the Maritime Provinces between 1991-92 and 2003-04 by region, province, language of instruction, level (elementary, junior high and senior high), and subject area. It also discusses extensive data on the pool of substitute teachers in the Maritime Provinces. Finally, it recognizes that a potential pool of teachers which could be important in times of shortages comprises people with teacher training presently not teaching or substituting.

The results presented in this chapter should be interpreted bearing in mind the assumptions and limitations highlighted in Chapter 2. It is also important to understand that the data contained in the tables with respect to shortages and surpluses of teachers for any given year or school setting do not take into account those teachers available to the school system from the pool of substitutes, reentrant teachers, and previous graduates with no teaching experience.

Throughout this study, a great deal of concern was expressed by Department of Education officials and school representatives on the availability of French Immersion teachers. Unfortunately, this study was unable to draw conclusions in this area for the Maritime region because the data were unavailable in machine readable form for New Brunswick. Therefore, for this province, French Immersion data were included with the Anglophone data. However, of comfort to educational planners may be the fact that an overall surplus of French teachers for the senior high level is projected in the Maritime Provinces for the entire study period. The surplus ranges from a high of about 50 teachers in 1993-94 to a low of about 40 teachers in 1999-2000. It is clear that the teacher training institutions have reacted to the shortage of French teachers as evidenced by the increase in the number of teachers being trained in this area, 56 teachers in 1986-87, approximately 100 in 1990-91, and about 150 by 1993-94.

Supply Minus Demand - Maritime Provinces.

Keeping in mind the assumptions implicit in the model employed and that the availability of substitute teachers was not considered in the figures presented, Figure 13 indicates that there may be an oversupply of Anglophone and Francophone teachers in the Maritime

Provinces to the year 2000. The largest surplus of teachers may occur both in the Anglophone schools (250-300 teachers) and in the Francophone schools (about 85 teachers) around 1992-93. Shortages may occur in the Anglophone schools about 2000-01 (75-80 teachers) and increase consistently until reaching 250-300 teachers by the year 2003. In the Francophone schools, shortages will begin around 2001-02 (about 16 teachers) and reach 50-60 teachers by the year 2002-03.

Table 17 predicts the supply of teachers for the Maritime Provinces' Anglophone schools between 1991-92 and 2003-04 by year, level and subject area. The figures indicate that the demand for teachers may surpass the supply in almost every year between 1991-92 and 2003-04 at the junior high levels and for all categories at the elementary level except regular teachers. By the year 2003-04, the elementary and junior high schools may each need over 200 teachers. Conversely, at the high school level, there may be a surplus of over 300 teachers in 1991-92 which will decrease to reach a low of about 150 by the year 2003-04. However, when the total supply of teachers is calculated, the grand totals reveal that, because teachers are issued general licenses, overall numeric teacher shortages are not expected to begin in the Maritime Provinces until the year 2000-01 when the shortage of approximately 77 teachers will increase every year to approximately 280 teachers by the year 2003-04. These shortages are predicted to occur in all areas of elementary and junior high. The availability of substitute teachers to fill these shortages should be considered and will be discussed after a more detailed description of these predicted shortages is given.

At the elementary level, shortages may exist in the categories of "other teachers", principals and vice-principals in every year between 1991 and 2003. There may be a shortage in the category called "regular teachers" in 1991-92 but then between 1992 and 2000, a surplus of regular teachers is predicted. In the year 2001, the surplus is expected to end and a shortage should persist at least until the year 2003. The category "other teachers" includes teachers of physical education, music, art, drama/fine art, guidance, special education, librarians, and French in the Anglophone schools. At the junior high level, shortages are projected in all categories of teachers for the entire study period. For most of the study period, it is expected that a surplus of teachers trained for the high school level will be used to avoid a shortage at the elementary and junior high levels, as unemployed senior high teachers are likely to accept teaching positions in lower grades, especially at the junior high level. Moreover, the fact that most teacher training institutions do not purport to train teachers for the junior high level may be exaggerating the need at this level. It has been the experience of

Figure 13
Maritime Teacher Supply Minus Demand

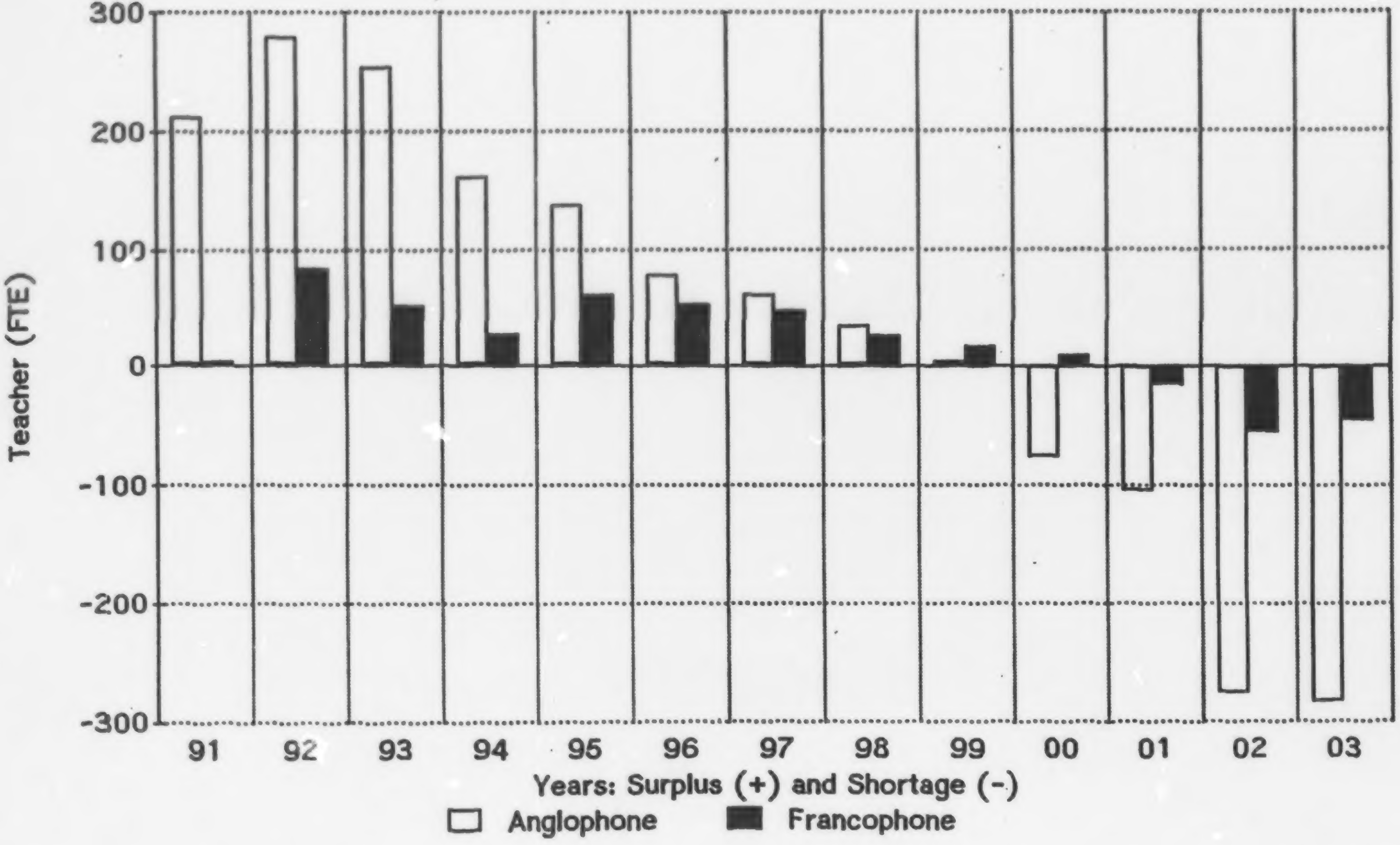


Table 17

Maritime Anglophone Teachers (FTE)
Surplus (+) or Shortage (-) from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Regular Teachers	-16.0	31.4	58.3	35.3	70.5	45.4	42.2	26.4	10.5	31.8	-35.1	-65.2	-111.6
Other Teachers	-44.7	-54.2	-35.1	-49.8	-31.7	-39.4	-40.8	-52.5	-51.8	-57.4	-62.3	-69.2	-77.5
Principals	-12.9	-14.9	-19.0	-21.6	-23.3	-21.1	-21.6	-25.9	-25.9	-28.7	-21.1	-19.4	-26.2
Vice-Principals	-2.5	-2.1	-3.0	-2.3	-4.0	-1.8	-4.4	-5.1	-4.5	-3.9	-3.3	-6.8	-5.5
TOTAL ELEM	-76.2	10.2	1.1	-38.5	11.5	-16.9	-24.5	-57.1	-71.7	-58.2	-121.8	-160.6	-220.8
JUNIOR HIGH													
Regular Teachers	-49.0	-31.7	-69.7	-62.6	-107.1	-104.9	-100.4	-74.8	-93.6	-134.2	-140.1	-200.1	-147.1
Other Teachers	0.3	-26.2	-10.6	-15.1	-24.7	-29.4	-36.8	-28.7	-27.4	-25.0	-25.5	-74.1	-53.5
Principals	-6.1	-6.1	-7.5	-11.4	-15.2	-11.5	-14.0	-14.3	-11.7	-14.8	-12.0	-13.4	-8.7
Vice-Principals	-1.3	-1.6	-3.5	-4.5	-9.5	-6.2	-5.8	-8.3	-10.4	-8.8	-6.7	-12.7	-9.3
TOTAL JR HIGH	-56.1	-65.6	-91.3	-113.7	-156.4	-152.0	-157.0	-126.1	-143.1	-182.8	-186.3	-300.2	-218.7
SENIOR HIGH													
Math	33.7	30.5	29.2	22.3	20.9	10.3	20.4	3.1	15.9	5.2	5.5	1.4	-0.7
English	45.0	36.6	42.5	33.8	36.8	33.6	32.6	21.6	23.4	15.6	20.7	11.6	0.3
French	51.5	51.8	52.9	51.3	52.6	51.3	46.8	48.7	42.8	45.3	48.2	46.0	45.1
Other Languages	-0.4	-0.7	-0.1	0.0	-0.9	-0.1	-0.1	-0.1	-0.6	-0.1	-1.1	-0.3	-0.9
Social Studies	68.3	61.1	61.3	54.8	45.5	47.1	43.0	42.3	40.4	28.2	38.1	36.5	35.6
Biology	24.7	23.3	21.7	22.0	21.4	18.6	16.0	13.0	19.4	13.6	12.7	16.6	12.5
Chemistry	13.1	8.6	11.6	3.6	11.5	8.2	7.3	6.1	8.0	3.7	10.1	5.4	5.7
Physics	13.1	12.1	14.2	11.8	8.7	8.5	11.1	8.6	10.7	5.0	9.2	9.1	7.6
Other Sciences	4.5	1.3	3.6	3.4	2.0	1.0	0.7	1.3	-1.2	-1.4	-1.6	0.9	-1.1
Physical/Health Ed	55.1	53.2	54.1	51.7	51.0	52.3	50.4	52.1	49.1	49.6	46.1	50.8	46.9
Business Education	14.6	14.5	13.4	12.7	7.7	3.8	9.1	3.3	4.4	2.5	9.8	0.1	3.0
Art	1.1	0.8	0.0	0.8	-0.3	-0.8	-0.2	0.7	0.1	0.6	0.8	-1.4	0.8
Drama/Fine Art	11.3	10.9	11.2	10.9	9.4	11.0	10.4	9.9	10.2	10.2	10.2	10.2	8.1
Music	9.5	9.0	7.6	9.1	9.0	8.8	8.2	6.8	8.5	7.3	7.7	7.7	5.3
Industrial Arts/Ed	2.6	12.0	14.3	9.9	12.0	4.8	1.5	7.0	6.7	3.0	-0.5	3.0	9.5
Home Economics	18.9	18.7	20.3	18.1	19.4	15.0	17.9	17.6	16.7	16.0	11.9	16.0	12.1
Special Education	6.7	6.4	7.6	5.3	7.1	5.4	5.1	3.8	5.9	4.5	6.1	5.3	8.3
Other Subjects	-2.8	-7.5	-8.2	-3.4	-7.5	-9.7	-7.6	-11.1	-9.7	-8.7	-10.2	-10.2	-10.1
Principals	-5.0	-4.2	-7.4	-5.4	-5.7	-5.3	-6.2	-5.5	-7.5	-10.7	-2.6	-3.4	-5.2
Vice-Principals	-2.7	-4.6	-3.1	-6.2	-6.8	-6.5	-9.3	-8.4	-9.1	-10.1	-6.4	-11.6	-10.0
Guidance Counselor	-9.2	2.3	-1.5	0.6	-8.1	-6.4	-7.9	-8.1	-10.7	-11.2	-10.2	-8.1	-10.8
Librarians	-5.7	1.1	-0.5	0.7	-3.6	-3.2	-3.1	-2.6	-2.1	-3.6	-1.3	-5.9	-5.0
Other Instr. Admin	0.1	-2.1	-0.3	-0.4	-0.3	-0.2	-2.5	-1.2	-2.6	-0.2	-0.2	-0.9	-1.4
TOTAL SR HIGH	344.9	335.0	344.2	313.5	282.1	247.4	243.7	216.9	218.7	164.1	203.1	184.7	155.9
*GRAND TOTAL	212.6	279.6	254.1	161.4	137.2	78.5	62.2	33.8	3.8	-76.9	-104.9	-276.1	-283.6

*This total does not take into account those teachers available from the pool of substitutes. reentrant teachers and previous graduates with no teaching experience.

the investigators that many senior high and elementary teachers will teach at the junior high level if jobs are unavailable at the level for which they were specifically trained.

Table 17 indicates a shortage of principals, vice-principals, guidance counselors, librarians and other instructional administrators at all levels for the period. Guidance counselors, librarians and instructional administrators are included in the "other teachers" section at the elementary and junior high levels. The supply and demand projection model did not include the number of people trained in these areas because these people usually come from the teaching ranks. Including them would have resulted in double counting them. With respect to librarians, the task is further complicated by the fact that in maritime universities librarians are not trained specifically for work in schools and it is difficult to determine how many are being trained for this purpose.

This study estimates that by 2000-01, the overall demand for Anglophone teachers in the Maritime Provinces' education system will be greater than the supply, although the high school level will continue to have a surplus. Of particular importance during this period will be the pool of substitute teachers, and possibly the pool of reentrant teachers and previous graduates with no teaching experience. Reliable information on reentrant teachers and previous graduates with no teaching experience could not be found. However, the data collected and analyzed on substitute teachers were very useful. In 1988-89, there were about 4515 trained teachers on the substitute lists in the Maritime Provinces' Anglophone schools. From the responses of a 20% sample of these substitute teachers, it was found that about 75% would like to teach fulltime and another 14% at least 50% of the time. It was also interesting to find that about 20% indicated they were willing to relocate in the Maritime Provinces if a teaching position were offered them. If these percentages are generalized to the population of 4515, about 3400 teachers would be willing to teach fulltime, 600 to 650 would teach at least 50% of the time, and approximately 900 teachers would be willing to relocate within the Maritimes if positions were available. The responses of the substitute teachers surveyed can be found in Table 7 in Chapter 3 by subject area and level. *It can be seen that if the pool of substitute teachers remains at the 1988-89 level in the Maritime Provinces, until the year 2003-2004, teacher shortages can be avoided.* There may, however, be isolated areas within the region that will continue to have recruiting problems, but the substitute teacher pool should prevent a general shortage.

Table 18 shows the demand for Francophone teachers in the

Maritime Provinces. The table indicates that the total demand (all levels) for Francophone teachers is not expected to exceed the supply until 2001-02. Further, as was the case for the Anglophone schools, teacher shortages are projected in all areas for most of

the study period at the junior high level. Similarly, at the elementary level, a general shortage will also prevail during most of the study period with the exception of the category of regular teachers which may not have a shortage between 1995 and 2000-01. Conversely, a surplus of teachers is anticipated at the senior high level during this entire period.

In the case of Francophone schools, it is expected that surplus teachers from the senior high level will fill many of the positions available at the junior high and elementary levels.

As was the case in the analysis of the data for the Anglophone schools, the teacher supply and demand model did not include statistics for new graduates in the areas of administration, guidance counselling, and library science. Once again, it was assumed that most of these specialists would be taken from teachers already in the system.

At the high school level, small but sustained shortages are expected in the area of industrial arts, home economics, and special education. It is important to note that from the responses of over 50 Francophone substitute teachers, none indicated that they had training in industrial arts, only 2 teachers indicated training in home economics and 2 in special education. Assuming this is an indication of the total Francophone substitute teacher pool, limited assistance can be expected from the substitute teacher pool with the shortages in these areas.

There were an estimated 435 teachers in the pool of Francophone substitute teachers in the Maritime Provinces in 1988-89. Using the percentages obtained from the responses of a sample of the Francophone substitute teachers, 73% or about 320 teachers would go to work fulltime and 18% or approximately 80 teachers would be willing to work at least 50% of the time. Approximately 15% of these 400 teachers who are willing to teach fulltime or at least 50% of the time, or about 60 teachers, would be willing to relocate in the Maritime Provinces. It is clear that substitute teachers could play an important role in filling the need for teachers should shortages occur. In addition to the substitute teacher pool, some teaching positions could possibly be filled by reentrant teachers and graduates with no teaching experience.

Table 18

Maritime Francophone Teachers (FTE)
Surplus (+) or Shortage (-) from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
ELEMENTARY													
Regular Teachers	-3.3	10.3	-7.8	-19.5	4.0	6.1	9.7	1.1	-0.5	8.3	-9.2	-27.7	-30.0
Other Teachers	-13.2	7.4	6.7	-3.3	-1.2	-0.4	-1.2	-2.8	-1.2	-3.1	-6.9	-6.1	-4.2
Principals	-1.5	-3.9	-6.4	-3.2	-3.3	-1.6	-3.6	-2.4	-2.2	-1.5	-3.5	-6.8	-2.0
Vice-Principals	-1.2	-0.2	-0.8	-0.6	-0.5	-1.0	-0.1	-0.9	-1.2	-1.3	-1.0	-1.2	-1.2
TOTAL ELEM	-19.2	13.7	-8.2	-26.5	-0.9	3.0	4.8	-5.0	-5.1	2.4	-20.6	-41.8	-37.5
JUNIOR HIGH													
Regular Teachers	-13.0	-4.4	-15.9	-20.8	-29.8	-23.9	-21.9	-15.4	-18.2	-35.7	-34.2	-40.3	-32.4
Other Teachers	-7.9	3.8	3.2	-3.7	-2.1	-2.8	-2.1	-1.4	0.2	-3.8	-2.7	-2.8	-3.1
Principals	-1.6	-0.3	-4.5	-0.5	-2.8	-1.7	-4.6	-0.3	-1.6	-1.8	-2.9	-4.3	-1.6
Vice-Principals	-0.4	0.0	-1.0	-0.8	-0.4	-0.7	-0.2	-0.8	-1.8	-1.7	-1.7	-1.6	-0.8
TOTAL JR HIGH	-23.0	-0.9	-18.1	-25.9	-35.0	-29.1	-28.7	-17.9	-21.4	-43.1	-41.5	-49.0	-37.8
SENIOR HIGH													
Math	-0.9	2.2	4.1	3.6	6.9	4.0	5.9	3.9	-1.0	2.0	2.1	-1.9	-4.0
English	1.8	2.2	5.0	4.5	6.2	4.5	4.0	3.5	2.1	4.9	0.6	-2.2	-0.3
French	15.0	18.5	19.9	20.8	24.0	22.0	18.4	14.1	13.2	12.4	17.1	16.5	12.0
Other Languages	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Social Studies	4.7	7.4	7.8	4.8	8.1	6.5	8.4	6.3	2.6	3.1	1.3	2.2	2.6
Biology	5.1	6.1	5.9	6.3	7.2	6.3	6.1	4.8	4.6	5.5	5.2	2.9	4.9
Chemistry	2.2	2.6	2.0	2.1	4.1	2.1	2.0	1.8	0.4	2.5	2.7	1.7	1.4
Physics	1.4	1.9	2.8	2.9	4.1	1.0	1.7	0.3	1.3	-0.5	0.3	-1.7	1.2
Other Sciences	-0.1	-0.1	-0.4	0.0	0.0	0.0	-0.1	-0.9	-0.3	-3.4	0.0	0.0	0.0
Physical/Health Ed	24.3	28.2	28.5	31.8	32.1	31.9	27.3	22.7	23.3	23.7	23.7	23.1	22.4
Business Education	1.8	1.6	2.9	3.1	3.3	2.9	1.4	2.2	2.0	2.9	3.0	0.1	-0.4
Art	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Drama/Fine Art	-0.1	-0.1	0.0	-0.5	0.0	0.0	0.0	-0.1	0.0	0.0	0.0	0.0	0.0
Music	2.8	7.4	7.4	6.4	6.4	6.4	5.6	4.8	4.8	4.8	4.8	4.2	4.8
Industrial Arts/Ed	-3.7	-1.0	-1.5	-0.8	-0.9	-2.6	-2.6	-6.7	-3.1	-1.5	-3.0	-1.7	-3.2
Home Economics	-0.9	-0.4	-1.2	-0.1	0.1	-0.1	-0.1	-1.0	-1.3	-0.2	-3.3	-0.7	-1.0
Special Education	-2.5	-2.4	-1.8	-1.4	-1.2	-1.6	-1.0	-2.5	-1.9	-2.0	-1.6	-2.0	-2.4
Other Subjects	-0.4	-0.2	-0.5	-0.1	0.0	-0.3	-0.1	-0.2	-0.9	-0.5	0.0	-1.2	-1.4
Principals	-0.4	-0.6	-0.5	-1.3	-0.8	-0.6	-1.9	-1.2	-1.2	-1.1	-1.7	-0.8	-0.6
Vice-Principals	-0.9	-1.4	-0.8	-0.6	0.1	-1.5	-1.2	-1.4	-1.2	-0.2	-3.1	-1.2	-1.5
Guidance Counselor	-2.8	1.0	1.4	-1.0	-0.9	-0.1	-0.1	-1.4	-0.3	-1.2	0.0	0.1	-1.3
Librarians	-0.3	-0.2	-0.5	0.1	-0.5	0.0	-0.1	-0.1	-0.1	-0.6	-1.0	-0.8	-1.1
Other Instr. Admin	-0.7	-0.7	-0.9	-1.6	0.0	-0.3	-0.9	-0.6	-0.3	-0.5	-1.3	-1.4	-2.7
TOTAL SR HIGH	45.4	72.0	79.7	78.9	98.4	80.3	72.6	48.5	42.7	50.0	46.0	35.2	29.3
*GRAND TOTAL	3.3	84.7	53.3	26.5	62.4	54.3	48.7	25.5	16.3	9.3	-16.1	-55.6	-45.9

*This total does not take into account those teachers available from the pool of substitutes, reentrant teachers and previous graduates with no teaching experience.

Supply Minus Demand - New Brunswick.

The results of the teacher demand and supply data analysis for the Province of New Brunswick are presented in Figure 14 and Tables 19 and 20. The more detailed summary data are found in Appendix O.

Figure 14 indicates that the model predicts that New Brunswick will have an overall surplus of teachers for their Anglophone schools for the entire study period although the surplus declines from about 200 teachers in 1992-93 to 5 teachers by the school year 2003-04. The supply of teachers for the province's Francophone schools will also exceed the demand until 2001-02 according to the model and its assumptions. In this case, the surplus will reach a high of about 80 teachers in 1992-93 and then decrease to around five teachers by 2000-01. However, a shortage of teachers is predicted between 2001 and 2003-04. This shortage may increase from 15 in 2001-02 to about 50 in 2002-03 and 2003-04.

Table 19 presents the teacher demand for the New Brunswick Anglophone school system by subject specialty and by level. It would appear that the more serious teacher shortage will occur at the junior high level. As mentioned earlier in this chapter, this finding is not surprising as most teacher training institutions do not claim to be training teachers specifically for this level. However, in all probability, many of the teachers found in the senior high surplus would ultimately fill positions at the junior high level and some may go to the elementary level. The pool of substitute teachers will be available to meet these needs.

Teacher shortages are also projected in many categories at the elementary level although the total supply of teachers will exceed the demand between approximately 1992 and 1998. Shortages are then predicted to begin in 1999 (about 13 teachers) and, in general, continue to increase to over 30 teachers between 2002 and 2004.

A surplus of teachers is predicted for the entire study period at the senior high level.

At all three levels, there will be a need for principals and vice-principals but as mentioned earlier, these positions are usually filled by teachers from within the ranks so that this overall projection of the supply of teachers will not be affected. The category "other teachers" at the elementary and junior high levels is in a position of shortage but again it is expected that, if necessary, teachers trained for the high school level will fill some if not most of these positions. This category consists of physical education, music, special education,art, librarians, guidance counsellors and French.

Figure 14
N B Teacher Supply and Demand

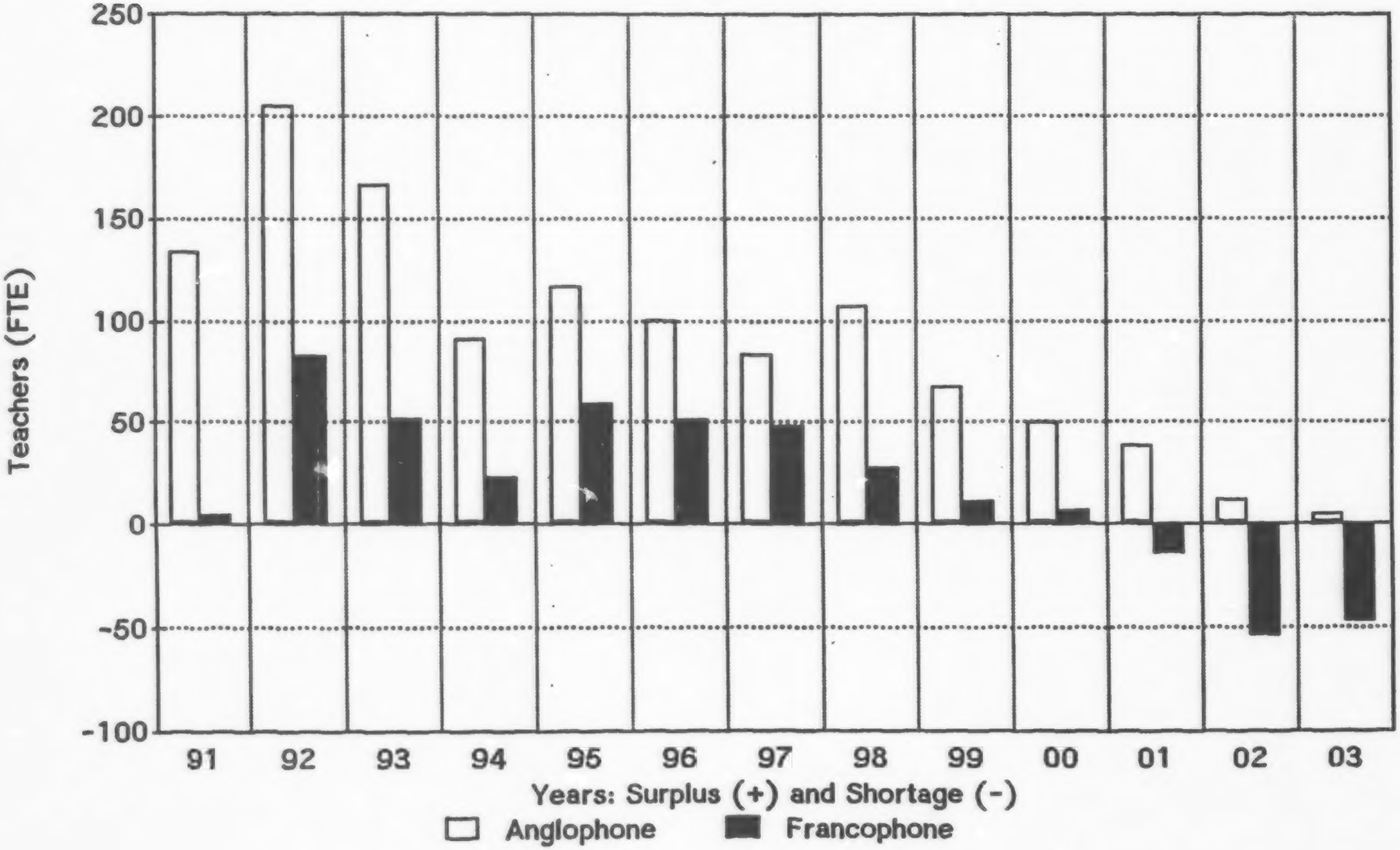


Table 19

New Brunswick Anglophone Teachers (FTE)
Surplus (+) or Shortage (-) from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Regular Teachers	9.2	57.9	43.9	21.3	33.9	36.3	19.3	17.7	2.9	21.7	-5.4	-11.4	-15.1
Other Teachers	-12.1	-0.1	1.3	-5.1	-3.7	-2.8	-4.0	-5.2	-6.3	-7.1	-6.2	-14.2	-9.6
Principals	-3.6	-3.2	-7.6	-6.5	-7.9	-8.7	-4.8	-4.6	-7.6	-6.4	-8.7	-5.9	-7.1
Vice-Principals	-1.1	-0.8	-1.8	-0.6	-1.2	-0.9	-0.7	-1.5	-2.0	-2.0	-1.1	-2.9	-2.4
TOTAL ELEM	-7.6	53.8	35.8	9.1	21.2	24.0	9.7	6.3	-12.9	6.2	-21.4	-34.4	-34.2
JUNIOR HIGH													
Regular Teachers	-19.7	-5.4	-33.6	-57.4	-53.9	-51.9	-39.9	-17.0	-34.2	-68.5	-63.3	-77.3	-49.5
Other Teachers	1.2	6.6	4.9	-0.9	-0.7	2.4	2.7	5.3	2.9	-1.2	0.5	-4.0	-0.8
Principals	-2.0	-2.6	-2.5	-6.2	-7.1	-5.0	-2.0	-3.3	-3.6	-4.2	-4.0	-2.5	-3.1
Vice-Principals	-0.9	-0.4	-2.4	-1.2	-2.4	-3.0	-0.9	-3.2	-3.3	-3.0	-2.3	-2.8	-3.6
TOTAL JR HIGH	-21.3	-1.9	-33.6	-65.7	-64.2	-57.6	-40.1	-18.3	-38.2	-76.8	-69.2	-86.6	-57.0
SENIOR HIGH													
Math	14.3	12.7	12.9	10.6	12.2	7.7	5.4	8.3	12.2	6.4	8.6	6.6	0.4
English	17.4	13.4	14.6	10.3	17.1	12.0	14.0	10.5	8.8	3.0	9.5	7.5	1.4
French	20.7	17.8	19.0	18.2	20.2	19.3	15.6	18.5	15.8	13.9	19.2	17.5	16.1
Other Languages	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	-0.2
Social Studies	21.9	22.6	24.2	20.5	19.3	19.1	16.9	18.8	18.1	13.5	14.3	18.5	14.3
Biology	5.3	4.7	3.2	5.1	5.3	3.6	1.3	1.0	4.2	0.5	3.7	4.4	2.4
Chemistry	5.8	2.1	4.2	2.7	5.5	3.2	0.0	2.2	2.2	3.6	3.9	4.1	3.1
Physics	4.7	4.0	4.7	3.7	2.4	2.3	3.4	2.5	4.0	1.8	4.0	2.2	3.2
Other Sciences	5.0	5.0	4.7	5.3	4.8	4.8	4.3	4.7	4.4	4.4	5.1	5.4	4.5
Physical/Health Ed	27.9	26.0	26.2	25.6	25.6	25.8	26.1	25.8	25.9	26.6	22.4	24.8	22.9
Business Education	15.8	16.6	16.5	15.9	15.5	15.1	13.5	10.0	8.5	12.2	15.8	14.3	10.0
Art	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Drama/Fine Art	0.1	-0.2	0.0	-0.3	-1.7	-0.1	-0.6	-1.2	-1.0	-0.7	-0.2	-0.9	-2.4
Music	8.6	8.4	8.6	8.5	8.6	8.5	7.6	8.3	8.4	8.3	8.1	7.2	8.4
Industrial Arts/Ed	1.0	3.8	3.8	2.3	4.7	-0.7	-4.3	-0.6	-1.4	-2.3	-2.9	4.3	1.3
Home Economics	13.0	13.6	13.9	13.4	13.8	10.7	13.5	13.1	11.9	12.9	11.1	12.4	11.6
Special Education	7.9	8.7	8.4	7.1	9.2	8.2	9.7	6.3	8.9	7.4	8.3	7.7	9.2
Other Subjects	-0.4	-0.6	-0.8	-1.9	-0.2	-1.4	-2.5	-2.3	-2.1	-0.7	-1.1	-1.5	-1.3
Principals	-1.7	-2.4	-1.4	-2.1	-1.3	-1.4	-1.9	-0.9	-2.5	-1.1	-0.2	0.1	-1.7
Vice-Principals	-0.9	-3.4	-1.3	-1.0	-1.0	-1.7	-4.2	-2.4	-2.7	-3.0	-0.6	0.1	-1.7
Guidance Counselor	-4.7	2.2	2.3	-0.1	0.1	-1.9	-2.6	-1.8	-2.4	-2.2	-1.0	-2.0	-4.3
Librarians	0.1	-0.8	0.0	0.0	-1.0	-0.1	-0.3	-1.3	-0.9	-0.8	0.1	0.0	-1.2
Other Instr. Admin	0.1	-2.1	-0.3	-0.4	-0.3	-0.2	-2.5	-1.2	-2.6	-0.2	-0.2	-0.9	-1.4
TOTAL SR HIGH	162.9	153.0	164.4	147.7	160.0	133.8	113.7	119.4	118.6	120.5	128.9	132.8	96.0
*GRAND TOTAL	134.0	204.9	166.6	91.0	116.9	100.2	83.3	107.5	67.4	50.0	38.3	11.8	4.9

*This total does not take into account those teachers available from the pool of substitutes. reentrant teachers and previous graduates with no teaching experience.

Table 20

New Brunswick Francophone Teachers (FTE)
Surplus (+) or Shortage (-) from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
ELEMENTARY													
Regular Teachers	-1.8	9.2	-12.5	-20.8	1.2	4.1	8.8	1.4	-2.5	7.8	-11.6	-23.9	-31.7
Other Teachers	-12.8	7.9	7.9	-2.6	-0.9	-0.4	-1.2	-2.6	-1.1	-2.4	-3.6	-3.8	-2.9
Principals	-1.4	-3.4	-5.2	-3.0	-3.3	-1.6	-3.0	-1.7	-2.1	-1.5	-3.5	-5.6	-2.0
Vice-Principals	-1.2	-0.2	-0.8	-0.5	-0.5	-1.0	-0.1	-0.9	-1.2	-1.3	-0.7	-1.2	-1.2
TOTAL ELEM	-17.2	13.5	-10.5	-27.0	-3.5	1.2	4.5	-3.7	-6.9	2.7	-19.3	-39.4	-37.8
JUNIOR HIGH													
Regular Teachers	-11.1	-4.1	-13.5	-21.4	-27.6	-22.3	-20.5	-12.5	-18.0	-35.3	-32.6	-37.8	-30.3
Other Teachers	-7.4	4.0	3.6	-3.0	-1.9	-2.7	-2.1	-1.4	0.3	-3.7	-2.4	-2.8	-2.6
Principals	-1.2	0.1	-3.8	-0.7	-2.8	-1.7	-2.6	-0.3	-1.6	-1.8	-2.9	-4.0	-1.5
Vice-Principals	-0.3	0.1	-0.5	-0.9	-0.3	-0.7	-0.2	-0.3	-1.8	-1.7	-1.4	-1.6	-0.8
TOTAL JR HIGH	-20.0	0.1	-14.1	-26.0	-32.6	-27.3	-25.4	-14.5	-21.1	-42.5	-39.3	-46.2	-35.2
SENIOR HIGH													
Math	-0.9	2.3	4.2	3.7	7.2	4.0	6.0	4.0	-0.8	2.2	2.2	-1.9	-3.6
English	1.8	2.3	5.0	4.4	6.2	5.1	4.0	3.5	2.1	4.9	0.6	-2.2	-0.3
French	11.4	13.9	15.6	16.6	19.4	17.8	13.7	10.4	8.5	7.6	12.9	12.0	7.7
Other Languages													
Social Studies	4.5	7.5	7.8	5.6	8.4	6.7	8.4	6.9	2.7	3.3	1.8	2.6	2.7
Biology	5.1	6.1	5.9	6.3	7.2	6.3	6.1	4.9	4.8	5.5	5.2	2.9	4.9
Chemistry	2.2	2.7	2.0	2.1	4.1	2.1	2.1	1.9	0.4	2.3	2.7	1.7	1.4
Physics	1.4	1.9	2.8	2.9	4.1	1.0	1.7	0.3	1.6	-0.1	0.3	-1.7	1.2
Other Sciences	-0.1	-0.1	-0.4	0.0	0.0	0.0	0.0	-0.8	0.0	-3.2	0.0	0.0	0.0
Physical/Health Ed	24.3	28.2	28.5	31.8	32.1	31.9	27.3	22.7	23.3	23.7	23.7	23.1	22.4
Business Education	1.8	1.6	2.9	3.0	3.3	2.9	1.4	2.3	2.0	2.9	3.0	0.1	-0.4
Art													
Drama/Fine Art	-0.1	-0.1	0.0	-0.5	0.0	0.0	0.0	-0.1	0.0	0.0	0.0	0.0	0.0
Music	2.8	7.4	7.5	6.4	6.4	6.4	5.6	4.8	4.8	4.8	4.8	4.2	4.8
Industrial Arts/Ed	-3.7	-1.0	-1.4	-0.9	-0.9	-2.6	-2.6	-6.6	-3.1	-1.5	-3.0	-1.7	-3.2
Home Economics	-0.9	-0.4	-1.2	-0.1	0.1	-0.1	-0.1	-1.0	-1.3	-0.2	-3.3	-0.4	-1.0
Special Education	-2.5	-2.4	-1.8	-1.4	-1.2	-1.6	-1.0	-2.5	-1.9	-2.0	-1.6	-2.0	-2.4
Other Subjects	-0.4	-0.2	-0.5	-0.1	0.0	-0.3	-0.1	-0.2	-0.9	-0.5	0.0	-1.2	-1.4
Principals	-0.5	-0.3	-0.5	-1.1	0.0	-0.6	-1.5	-1.2	-1.2	-1.1	-0.7	-0.8	-0.5
Vice-Principals	-1.0	-0.4	-0.5	-0.5	0.0	-1.5	-1.1	-1.3	-1.2	-0.2	-2.3	-1.2	-1.5
Guidance Counselor	-2.8	1.1	1.5	-1.1	-0.9	-0.1	-0.1	-1.4	-0.3	-1.2	0.0	0.1	-1.3
Librarians	-0.3	-0.1	-0.5	0.0	-0.5	0.0	0.0	-0.1	-0.1	-0.6	-1.0	-0.8	-1.1
Other Instr. Admin	-0.7	-0.7	-0.9	-1.6	0.0	-0.3	-0.9	-0.6	-0.3	-0.5	-1.3	-1.4	-2.7
TOTAL SR HIGH	41.7	69.4	76.0	75.7	95.1	77.3	69.0	45.9	39.1	46.8	43.7	31.5	25.5
*GRAND TOTAL	4.5	83.1	51.4	22.6	59.0	51.2	48.1	27.6	11.1	6.9	-14.8	-54.2	-47.5

*This total does not take into account those teachers available from the pool of substitutes. reentrant teachers and previous graduates with no teaching experience.

Although overall teacher shortages are not being projected in this study for the New Brunswick Anglophone schools, should they need additional teachers, a potential source at this time could be substitute teachers. In 1988-89, New Brunswick had approximately 1575 teachers on its substitute lists (1190 Anglophones and 385 Francophones). Again, generalizing from the responses of the 20% sample of substitute teachers in the Anglophone schools, it is estimated that 70% or over 800 teachers would be willing to teach fulltime, and about 17% or about 200 teachers would be willing to teach at least 50% of the time. Moreover, about 20% of the respondents in the sample indicated they would be willing to relocate. Assuming that about the same percent of the total substitute teachers would be willing to relocate as was found in the sample, then over 200 Anglophone substitute teachers might be willing to relocate. Table 7 gives an indication as to the specialty areas and the levels for which the substitutes surveyed were trained to teach.

Keeping in mind the assumptions implicit in the model employed and that the availability of substitute teachers is not considered in the figures, Table 20 indicates that the Francophone New Brunswick school system should not be in a general teacher shortage (total number of teachers) position until the year 2001-02. The pattern of having a surplus of high school teachers and a shortfall of elementary and junior high teachers is consistent with what is projected to happen in the Maritime Provinces and to some extent in Anglophone New Brunswick. In the Francophone school system the demand for teachers is greater than the supply in almost all years at the elementary and junior high levels. Here again, it is expected that many of the surplus teachers from the high school level will fill most of the junior high and possibly the elementary positions at least to 2001-02 when the overall demand will be greater than the supply.

Substitute teachers could also help reduce or in some cases alleviate the shortages for Francophone teachers. In 1988-89, there were 385 Francophone substitute teachers in New Brunswick. Of these, it is assumed from the responses of the sample that approximately 70% or about 270 teachers would accept a fulltime position if one were available and about 17% or approximately 65 teachers would teach at least 50% of the time. In addition, it is estimated that approximately 6% or about 20 teachers would relocate in the Maritime Provinces. An indication of the areas in which these substitute teachers were trained can be found in Table 7 in Chapter 3.

Subject areas at the high school level which might receive some attention in Francophone New Brunswick because they show relatively small but consistent shortages, are industrial arts, home economics and special education.

Supply Minus Demand - Nova Scotia.

The results of the teacher supply and demand data analysis for the Province of Nova Scotia are contained in Figure 15 and Tables 21, 22 and 23. The more detailed summary data for the province are found in Appendix P.

Based on the model employed in this study, figure 15 shows that Nova Scotia should not experience a teacher shortage in its Anglophone schools until 1996-97 when there may be a need for approximately 30 teachers. The model predicts a steady increase to over 250 teachers in the year 2002-2003. These figures do not consider the pool of substitute teachers which are discussed after a description of these shortages are given.

In the Francophone schools, the situation is predicted to be relatively stable with shortages never above two teachers and surpluses never above seven teachers. A small surplus of approximately 20 to 40 Immersion teachers per year is projected between 1991 and 2004. However most, if not all, of this surplus could be used to fill vacancies occurring in the area of French second language courses at the elementary and junior high levels.

Table 21 shows the demand for teachers in the Anglophone schools of Nova Scotia between 1991 and 2004 by subject area and by level. According to the model and its assumptions and giving no consideration to the substitute teacher pool, teacher shortages are expected in all categories at both the elementary and junior high levels. Note that these shortages begin in the year 1991-92. At the elementary level, these shortages range from a minimum of about 30 teachers in 1995 to a maximum of about 180 teachers in 2003 and at the junior high level from about 10-15 in 1991 to approximately 180 in the year 2002. Surpluses at the high school level could cushion the impact of these shortages, as senior high teachers accept the teaching positions in the absence of jobs at the senior high level. The range of the surplus at the senior high level is from about 160 in 1991 to approximately 40 in 2000.

At the elementary level, shortages in the category called "other teachers" appear to be high. This category includes such positions as: physical education, special education, French, music, art, and librarian. However, some of the needed specialists could transfer from the high school surplus and French teachers could come from the Immersion teachers surplus referred to earlier.

Shortages in the number of principals and vice-principals at all levels will most likely be covered by teachers already in the teacher work force.

Figure 15
Nova Scotia Supply Minus Demand

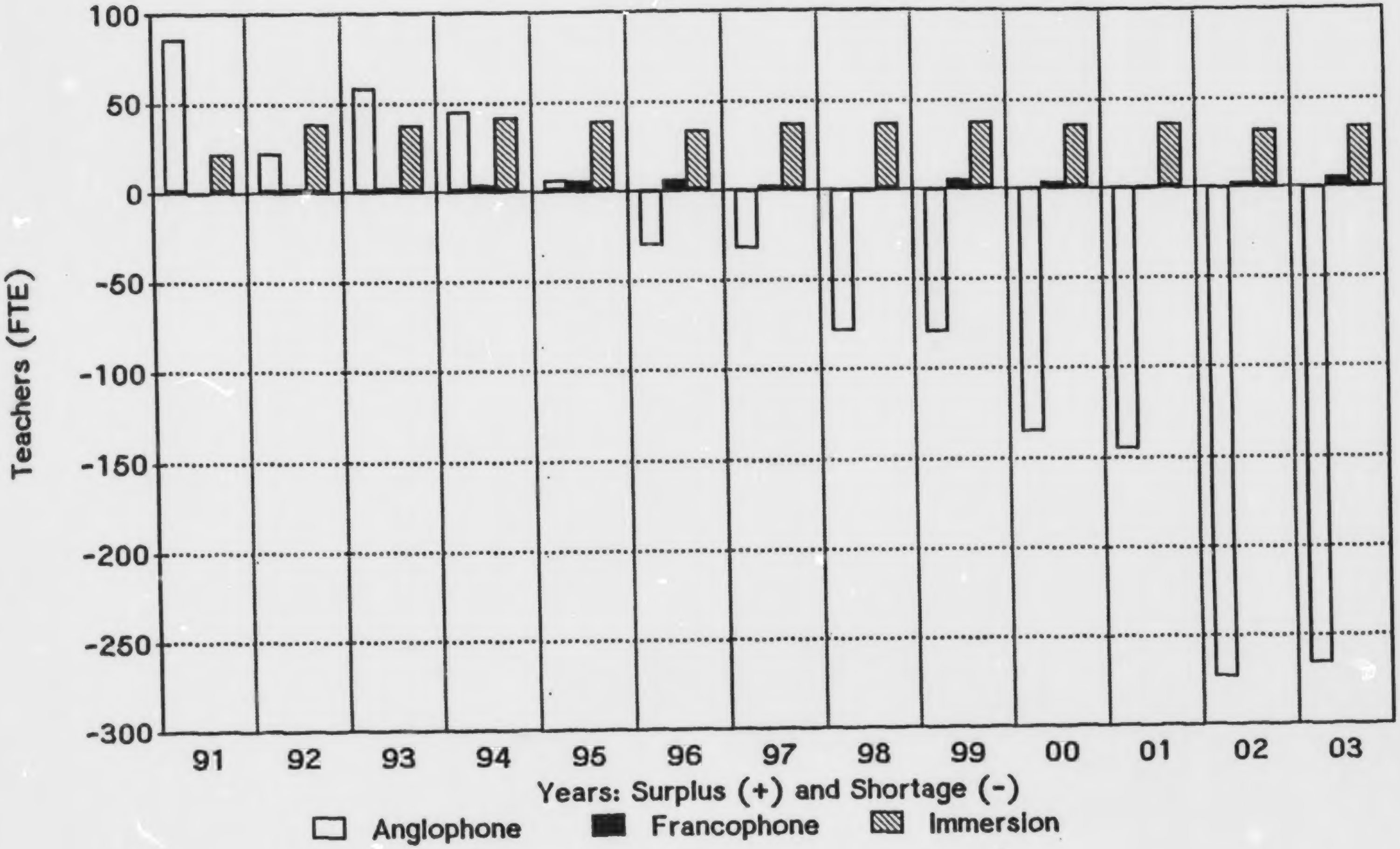


Table 21

Nova Scotia Anglophone Teachers (FTE)
Surplus (+) or Shortage (-) from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
ELEMENTARY													
Regular Teachers	-25.5	-19.6	-13.2	-16.8	12.1	-2.0	-1.3	-10.8	-20.5	-18.0	-50.1	-70.7	-99.9
Other Teachers	-29.4	-51.9	-34.8	-36.5	-26.0	-33.3	-35.1	-43.6	-42.4	-46.5	-50.5	-51.8	-64.9
Principals	-7.9	-8.6	-10.0	-14.5	-12.5	-10.0	-15.9	-20.6	-17.0	-22.2	-12.0	-11.7	-16.6
Vice-Principals	-1.3	-1.2	-1.2	-1.6	-2.7	-0.8	-2.0	-2.7	-2.5	-1.9	-1.9	-2.9	-2.1
TOTAL ELEM	-64.1	-81.3	-59.2	-69.4	-29.0	-46.1	-54.4	-77.8	-82.4	-88.6	-114.5	-137.1	-183.5
JUNIOR HIGH													
Regular Teachers	-10.2	-15.9	-21.6	-9.6	-35.3	-37.6	-47.4	-41.0	-42.6	-51.8	-58.1	-97.3	-77.2
Other Teachers	0.7	-31.8	-14.5	-12.3	-21.6	-30.6	-37.1	-32.3	-27.5	-20.5	-24.6	-68.8	-49.2
Principals	-3.6	-2.3	-4.8	-3.8	-6.0	-5.1	-10.8	-9.0	-7.9	-9.1	-6.6	-9.3	-4.1
Vice-Principals	-0.2	-1.1	-1.0	-3.1	-6.8	-2.5	-4.4	-5.0	-6.3	-5.0	-6.0	-7.4	-4.7
TOTAL JR HIGH	-13.3	-51.0	-41.8	-28.8	-69.7	-75.7	-99.7	-87.3	-84.2	-86.4	-95.3	-182.8	-135.2
SENIOR HIGH													
Math	14.8	17.3	15.8	12.5	8.9	3.7	15.4	2.7	3.0	0.1	1.3	-0.6	2.2
English	27.3	23.5	27.4	25.5	21.4	22.1	20.6	14.5	18.4	9.6	12.4	7.9	2.6
French	13.3	15.0	15.3	15.0	13.9	13.8	13.1	11.6	10.7	7.7	11.1	9.6	10.0
Other Languages	-0.4	-0.7	-0.1	0.0	-0.9	-0.1	0.0	-0.1	-0.6	-0.1	-1.1	-0.1	-0.7
Social Studies	42.5	35.0	35.0	28.8	25.0	24.6	26.4	21.6	20.3	12.3	20.2	16.9	19.9
Biology	18.4	17.1	17.1	15.8	14.6	13.9	14.7	11.0	14.2	12.3	10.3	12.1	9.4
Chemistry	6.5	5.8	8.0	7.3	5.2	4.2	7.5	4.7	6.0	1.8	5.5	1.5	2.6
Physics	7.5	8.3	8.7	7.5	5.5	5.4	7.3	5.7	6.0	2.4	5.3	7.1	4.2
Other Sciences	-1.1	-3.9	-1.9	-2.1	-3.1	-4.1	-2.4	-3.4	-5.3	-4.6	-6.1	-3.9	-4.8
Physical/Health Ed	27.1	27.6	28.0	26.5	25.4	26.5	24.6	27.3	23.8	23.4	23.7	27.2	24.1
Business Education	-0.5	-1.9	-2.7	-2.9	-7.7	-10.9	-4.1	-5.9	-3.3	-8.1	-5.1	-12.9	-6.9
Art	0.0	-0.1	0.0	-0.1	-0.2	-1.8	-1.1	-0.2	-0.9	-0.3	-0.2	-1.3	-0.2
Drama/Fine Art	11.2	11.1	11.2	11.2	11.1	11.1	11.0	11.1	11.1	10.9	10.4	11.2	10.4
Music	0.8	0.7	-1.0	0.6	0.4	0.4	0.7	0.5	0.2	-0.6	-0.4	0.5	-2.1
Industrial Arts/Ed	1.6	8.4	11.3	7.8	7.3	5.8	6.2	7.8	6.2	5.8	4.1	4.7	7.9
Home Economics	5.1	4.6	5.6	4.1	4.9	3.6	3.7	3.9	4.1	2.5	0.5	2.9	0.7
Special Education	-1.1	-1.3	-0.8	-1.7	-1.5	-2.7	-4.5	-2.5	-1.9	-1.8	-2.1	-2.4	-0.8
Other Subjects	-2.4	-6.7	-7.1	-1.3	-7.3	-8.3	-4.1	-8.7	-7.5	-7.9	-9.0	-8.7	-8.8
Principals	-3.4	-0.3	-5.2	-3.2	-3.4	-3.8	-3.4	-3.9	-4.8	-8.7	-2.5	-3.5	-3.4
Vice-Principals	-1.9	-1.1	-1.0	-4.2	-5.8	-4.8	-3.4	-5.0	-6.2	-6.9	-5.1	-11.7	-5.7
Guidance Counselor	-0.6	-2.9	-3.7	-2.4	-6.2	-4.4	-4.2	-6.0	-7.1	-8.8	-8.2	-5.5	-5.1
Librarians	-1.3	-1.3	-0.5	-1.4	-2.6	-3.0	-2.7	-1.2	-1.1	-1.8	-1.3	-4.9	-2.9
Other Instr. Admin.													
TOTAL SR HIGH	163.3	154.2	159.7	143.2	104.9	91.3	121.2	85.9	86.8	39.3	63.9	46.2	52.4
*GRAND TOTAL	85.9	21.9	58.7	45.0	6.2	-30.5	-32.9	-79.1	-79.9	-135.7	-145.9	-273.7	-266.3

*This total does not take into account those teachers available from the pool of substitutes, reentrant teachers and previous graduates with no teaching experience.

Table 22

Nova Scotia French Immersion Teachers (FTE)
Surplus (+) or Shortage (-) from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Regular Teachers	15.4	32.7	28.1	33.2	26.1	21.3	24.1	25.1	25.1	26.1	24.3	23.1	23.3
Other Teachers	-0.3	-0.9	-0.1	0.1	-0.3	-0.3	-0.3	-0.3	-0.7	-0.4	-0.4	-0.3	-0.9
Principals													
Vice-Principals													
TOTAL ELEM	15.1	31.7	28.0	33.3	25.8	21.0	23.8	24.8	24.4	25.7	23.9	22.8	22.4
JUNIOR HIGH													
Regular Teachers	-8.5	-11.0	-7.2	-7.6	-3.7	-4.1	-3.7	-3.7	-3.7	-5.7	-4.3	-6.7	-4.7
Other Teachers	-0.7	-1.0	-0.6	-0.6	-0.3	-0.3	-0.4	-0.3	-0.3	-0.4	-0.7	-0.5	-0.5
Principals	-0.2	-0.2	-0.1	-0.1	-0.1	-0.1	-0.1	-1.1	-0.1	-0.1	-0.1	-0.1	-0.1
Vice-Principals	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL JR HIGH	-9.4	-12.3	-8.0	-8.4	-4.2	-4.6	-4.3	-5.2	-4.2	-6.3	-5.2	-7.4	-5.4
SENIOR HIGH													
Math													
English													
French	16.0	18.0	17.5	17.2	17.5	17.5	17.5	17.5	17.5	17.5	17.5	17.5	17.5
Other Languages													
Social Studies	0.0	0.4	-0.1	-0.4	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.6	-0.5
Biology	0.0	0.3	0.0	-0.2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.6	-0.1	-0.1	-0.1
Chemistry	0.0	0.1	0.0	-0.1	0.0	0.0	0.0	0.0	0.0	-0.5	0.0	0.0	0.0
Physics													
Other Sciences													
Physical/Health Education													
Business Education	0.0	0.1	0.0	-0.1	0.0	-0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art													
Drama/Fine Art													
Music													
Industrial Arts/Education													
Home Economics													
Special Education													
Other Subjects													
Principals													
Vice-Principals													
Guidance Counselors													
Librarians													
Other Instr. Admin.													
TOTAL SR HIGH	16.0	19.0	17.4	16.4	17.2	16.9	17.2	17.2	17.2	16.2	17.2	16.7	16.8
*GRAND TOTAL	21.6	38.4	37.4	41.3	38.9	33.4	36.8	36.9	37.5	35.7	36.0	32.2	33.9

*This total does not take into account those teachers available from the pool of substitutes, reentrant teachers and previous graduates with no teaching experience.

Table 23

Nova Scotia Francophone Teachers (FTE)
Surplus (+) or Shortage (-) from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
ELEMENTARY													
Regular Teachers	-0.5	1.8	5.2	1.6	4.1	3.2	1.2	-0.1	2.2	0.8	3.6	3.2	3.9
Other Teachers	-0.3	-0.4	-1.2	-0.6	-0.3	-0.1	-0.1	-0.2	-0.1	-0.8	-3.4	-2.3	-1.3
Principals	-0.1	-0.4	-1.1	-0.2	0.0	0.0	-0.5	-0.7	0.0	0.0	0.0	-1.2	0.0
Vice-Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.3	0.0	0.0
TOTAL ELEM	-0.8	1.0	2.9	0.7	3.8	3.1	0.6	-1.0	2.1	0.0	-0.1	-0.3	2.6
JUNIOR HIGH													
Regular Teachers	-2.1	-0.7	-2.2	1.3	-1.1	-0.1	-0.3	-2.8	-0.1	-0.4	-1.5	-0.4	-0.8
Other Teachers	-0.6	-0.2	-0.4	-0.6	-0.1	0.0	0.0	0.0	-0.1	-0.1	-0.3	0.0	-0.5
Principals	-0.4	-0.4	-0.7	0.3	0.0	0.0	-1.9	0.0	0.0	0.0	0.0	-0.3	0.0
Vice-Principals	-0.2	0.0	-0.4	0.1	0.0	0.0	0.0	-0.5	0.0	0.0	-0.3	0.0	0.0
TOTAL JR HIGH	-3.3	-1.4	-3.7	1.0	-1.2	-0.1	-2.2	-3.3	-0.2	-0.5	-2.1	-0.7	-1.3
SENIOR HIGH													
Math	0.1	0.0	0.0	-0.1	0.0	0.0	0.0	0.0	-0.2	-0.2	0.0	0.0	0.0
English													
French	2.8	3.9	3.5	3.4	3.8	3.4	4.0	3.0	4.0	4.0	3.5	3.8	4.0
Other Languages													
Social Studies	0.2	-0.1	0.0	-0.9	-0.1	0.0	0.0	-0.5	0.0	-0.2	-0.5	-0.4	0.0
Biology	0.0	0.0	0.0	-0.1	0.0	0.0	0.0	0.0	-0.2	0.0	0.0	0.0	0.0
Chemistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	0.0	0.0	0.0	0.0
Other Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	0.0	0.0	0.0	0.0
Physical/Health Education													
Business Education													
Art													
Drama/Fine Art													
Music													
Industrial Arts/Education													
Home Economics													
Special Education													
Other Subjects													
Principals	0.1	-0.3	0.0	-0.2	-0.8	0.0	-0.4	0.0	0.0	0.0	-1.0	0.0	0.0
Vice-Principals	0.1	-0.9	-0.3	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	-0.3	0.0	0.0
Guidance Counselors													
Librarians													
Other Instr. Admin.													
TOTAL SR HIGH	3.4	2.5	3.2	1.9	2.8	3.3	3.5	2.4	3.1	3.5	1.6	3.3	3.9
*GRAND TOTAL	-0.7	2.1	2.4	3.7	5.5	6.4	2.0	-1.8	5.1	3.1	-0.5	2.4	5.3

*This total does not take into account those teachers available from the pool of substitutes, reentrant teachers and previous graduates with no teaching experience.

As indicated earlier, the Immersion sector of the Nova Scotia school system should be experiencing a teacher surplus between 1991-92 and 2003-04 as shown in Table 22. However, it appears reasonable to assume that some of these teachers, who are expected to be bilingual, may end up filling positions in the Anglophone or Francophone schools which are expected to open.

Table 23 indicates that the model used in this study predicts that the Francophone schools should not experience any significant surpluses or shortages of teachers between 1991-92 and 2003-04.

A potential source of teachers for all Nova Scotia schools is the approximately 3000 teachers on lists of active substitutes in the province in 1988-89. This number was almost twice as high as that for New Brunswick and 10 times as high as that for Prince Edward Island. From the survey returns which were based on a 20% sample of these 3000 substitute teachers, the investigators estimated that 78% of the substitute teachers would be willing to teach fulltime and another 13% to teach at least 50% of the time. Further, it was estimated that about 19% of the sample who returned the questionnaires would be willing to relocate in the Maritime Provinces if a position became available. By applying these percentages to the 3000 substitute teachers, one could conclude that over 2300 substitute teachers would be willing to teach fulltime, almost 400 would be willing to teach at least 50% of the time, and about 570 substitute teachers would be willing to relocate in the Maritime Provinces if a position became available. If this substitute pool remains this large, it could provide a source of teachers to alleviate the shortages.

Supply Minus Demand - Prince Edward Island.

The results of the data analysis on the supply and demand of teachers on Prince Edward Island are found in Figure 16 and Tables 24, 25 and 26. The summary data may be found in Appendix Q. In interpreting these results, one should bear in mind the assumptions made and the fact that the substitute teacher pool was not included in Figure 16 or Tables 24, 25, or 26.

Figure 16 shows that with few exceptions, Prince Edward Island's teacher shortage will occur mainly in the Anglophone stream between 1993-94 and 2003-04. This shortage is predicted to increase from less than ten teachers around 1993-94 to about 20-25 teachers from 1995-96 to 2002-03 when a further increase is predicted. In the Immersion and Francophone schools, the supply and demand of teachers is predicted to be stable with most shortages predicted to occur beyond 1994-95. Even these shortages involve fewer than five teachers.

Figure 16
PEI Teacher Supply Minus Demand

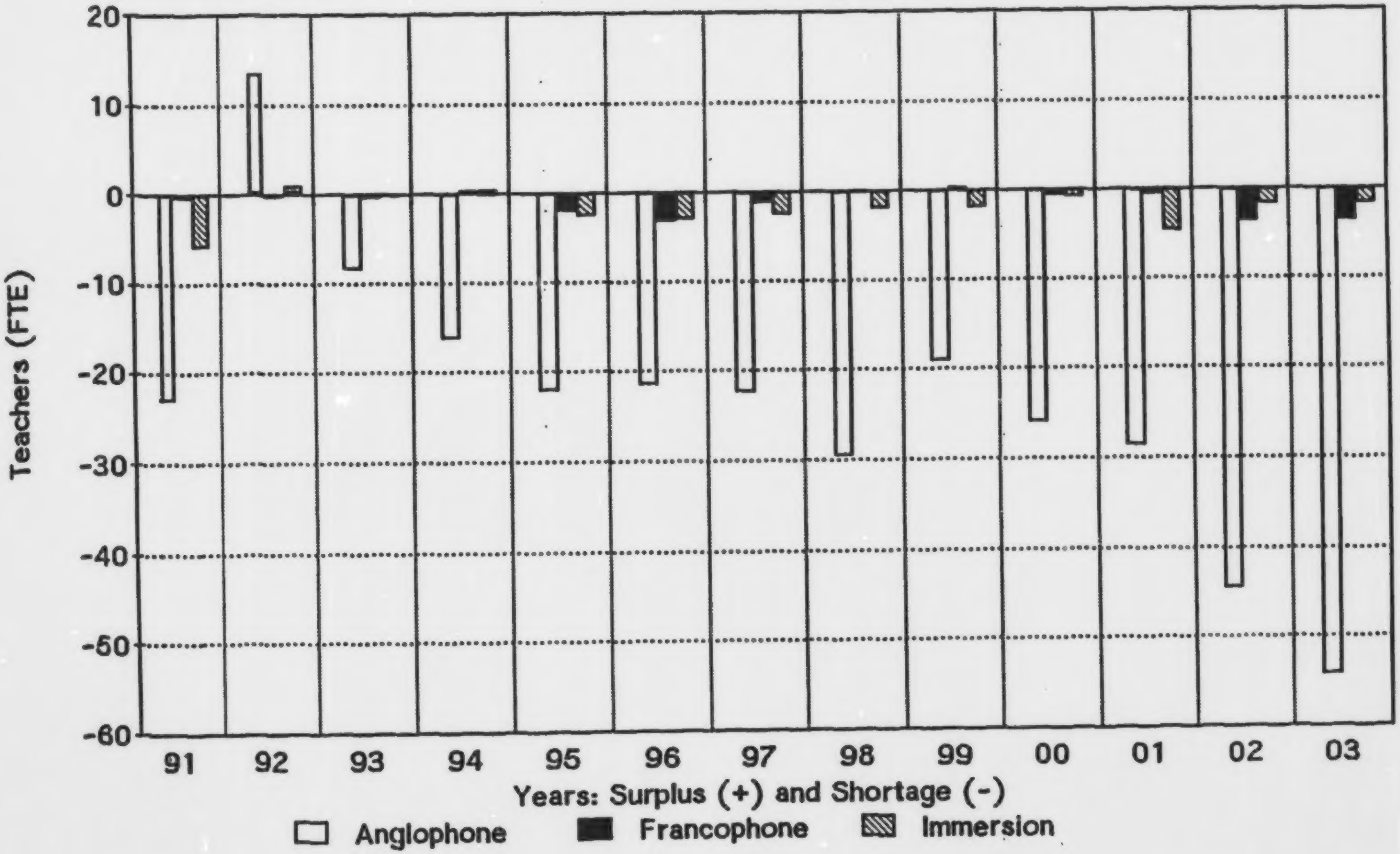


Table 24

Prince Edward Island Anglophone Teachers (FTE)
Surplus (+) or Shortage (-) from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
ELEMENTARY													
Regular Teachers	-12.7	10.1	-0.4	-1.6	0.3	-9.3	1.2	-4.6	4.0	2.0	-0.1	-4.2	-18.0
Other Teachers	-2.8	-1.0	-1.4	-8.1	-1.7	-2.0	-1.3	-2.2	-2.4	-3.4	-5.1	-2.8	-2.1
Principals	-1.4	-3.2	-1.3	-0.6	-3.0	-2.4	-0.9	-0.6	-1.3	-0.2	-0.3	-1.8	-2.4
Vice-Principals	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-1.6	-0.8	0.0	0.0	-0.3	-0.9	-1.0
TOTAL ELEM	-16.9	5.9	-3.2	-10.3	-4.4	-13.8	-2.5	-8.3	0.3	-1.5	-5.8	-9.7	-23.5
JUNIOR HIGH													
Regular Teachers	-7.3	0.8	-7.3	-8.0	-13.0	-9.8	-7.3	-12.8	-11.8	-7.8	-14.0	-18.6	-15.4
Other Teachers	-0.7	0.0	-0.3	-1.2	-2.0	-0.9	-1.9	-1.3	-2.5	-1.9	-0.6	-0.8	-3.0
Principals	-0.3	-1.0	-0.1	-1.4	-1.9	-1.3	-1.1	-0.9	-0.1	-1.5	-1.3	-1.4	-1.4
Vice-Principals	-0.1	0.0	-0.1	-0.2	-0.2	-0.6	-0.5	0.0	-0.7	-0.8	-0.3	-2.4	-1.0
TOTAL JR HIGH	-9.1	-0.2	-7.8	-10.8	-17.0	-12.5	-10.8	-15.1	-15.1	-12.0	-16.3	-23.2	-20.8
SENIOR HIGH													
Math	1.6	0.6	0.6	-0.7	-0.2	-1.0	-0.5	-1.9	0.7	-1.4	-4.4	-4.6	-3.3
English	0.4	-0.3	0.5	-2.0	-1.7	-0.5	-2.0	-3.5	-3.7	-3.0	-1.1	-3.9	-3.7
French	0.9	0.5	0.7	0.2	0.3	-0.1	-0.2	0.5	-1.7	0.6	0.8	0.7	0.8
Other Languages													
Social Studies	3.9	3.2	2.5	2.9	1.3	3.5	-0.2	2.1	2.3	-2.4	3.6	1.8	1.9
Biology	1.0	1.3	1.5	1.3	1.6	1.2	0.1	1.0	1.1	1.3	-1.2	0.2	0.9
Chemistry	0.9	0.5	-0.6	-0.3	0.8	0.7	-0.1	-0.9	-0.1	-1.1	0.8	-0.1	0.0
Physics	0.8	-0.2	0.8	0.7	0.8	0.8	0.4	0.4	0.7	0.7	-0.2	-0.3	0.2
Other Sciences	0.6	0.1	0.7	0.2	0.3	0.4	-1.2	-0.1	-0.2	-1.1	-0.5	-0.6	-0.8
Physical/Health Ed	0.1	-0.4	-0.1	-0.4	0.0	-0.1	-0.3	-1.0	-0.6	-0.4	0.0	-1.2	0.0
Business Education	-0.6	-0.3	-0.4	-0.3	0.0	-0.1	-0.2	-0.8	-0.2	-1.6	-0.8	-1.3	0.0
Art	0.0	-0.1	-1.0	-0.1	-1.0	0.0	-0.1	-0.1	-0.1	-0.1	0.0	-1.1	0.0
Drama/Fine Art													
Music	0.0	-0.1	0.0	-0.1	0.0	0.0	-0.1	-0.1	-0.1	-0.5	0.0	0.0	-0.5
Industrial Arts/Ed	0.0	-0.2	-0.9	-0.2	0.0	-0.4	-0.4	-0.2	-0.1	-0.5	-1.6	-0.1	-0.3
Home Economics	0.8	0.6	0.7	0.6	0.8	0.7	0.7	0.6	0.6	0.6	0.3	0.7	-0.1
Special Education	-0.1	-1.1	-0.1	-0.1	-0.6	-0.1	-0.1	-0.1	-1.1	-1.1	-0.1	-0.1	-0.1
Other Subjects	0.0	-0.1	-0.3	-0.1	0.0	0.0	-1.1	-0.1	-0.1	-0.1	0.0	-0.1	0.0
Principals	0.0	-1.5	-0.8	-0.1	-1.0	0.0	-0.9	-0.7	-0.1	-0.9	0.0	-0.1	0.0
Vice-Principals	0.1	-0.2	-0.9	-1.0	0.0	-0.1	-1.7	-1.0	-0.2	-0.2	-0.8	-0.1	-2.5
Guidance Counselor	-3.4	2.6	-0.1	2.5	-2.0	-0.1	-1.1	-0.3	-1.2	-0.3	-1.0	-0.6	-1.4
Librarians	-4.0	2.8	-0.1	1.7	0.0	0.0	-0.1	-0.1	-0.1	-1.1	0.0	-1.1	-0.9
Other Instr. Admin.													
TOTAL SR HIGH	3.0	7.8	2.6	4.8	-0.8	4.6	-3.1	-6.2	-4.4	-12.6	-6.6	-11.7	-10.1
GRAND TOTAL	-23.0	13.4	-8.4	-16.3	-22.2	-21.6	-22.4	-29.6	-19.2	-26.0	-28.6	-44.6	-54.4

*This total does not take into account those teachers available from the pool of substitutes, reentrant teachers and previous graduates with no teaching experience.

Table 25

Prince Edward Island French Immersion Teachers (FTE)
Surplus (+) or Shortage (-) from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
ELEMENTARY													
Regular Teachers	-2.4	0.3	-0.1	-0.8	-2.0	-1.0	-1.0	-1.0	-1.0	0.0	-3.8	-2.0	-2.0
Other Teachers	-0.1	-0.2	-0.2	-0.2	-0.1	-1.1	-0.1	-1.1	-0.1	-0.1	-0.1	-0.1	-0.1
Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	0.0	0.0
Vice-Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL ELEM	-2.6	0.0	-0.2	-1.1	-2.1	-2.1	-1.1	-2.1	-1.1	-0.1	-4.1	-2.1	-2.1
JUNIOR HIGH													
Regular Teachers	-2.7	-0.2	0.0	0.0	-1.2	-1.6	-2.1	-0.3	-1.3	-0.3	-0.3	-0.3	-0.3
Other Teachers	-0.3	0.0	0.0	0.0	-0.1	-0.1	-0.1	0.0	0.0	-1.0	0.0	0.0	0.0
Principals													
Vice-Principals													
TOTAL JR HIGH	-3.0	-0.2	0.0	0.0	-1.3	-1.7	-2.2	-0.4	-1.4	-1.4	-0.4	-0.4	-0.4
SENIOR HIGH													
Math													
English													
French	0.7	0.4	0.4	0.6	0.8	0.8	0.8	0.6	0.6	0.7	-0.3	0.7	0.7
Other Languages													
Social Studies	0.0	-0.2	-0.3	-0.1	0.0	0.0	0.0	-0.1	-0.1	-0.1	0.0	0.0	0.0
Biology													
Chemistry													
Physics													
Other Sciences													
Physical/Health Education													
Business Education													
Art													
Drama/Fine Art													
Music													
Industrial Arts/Education													
Home Economics													
Special Education													
Other Subjects													
Principals													
Vice-Principals													
Guidance Counselor	-0.5	0.5	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Librarians	-0.5	0.5	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Instr. Admin.													
TOTAL SR HIGH	-0.3	1.1	0.1	1.5	0.9	0.7	0.7	0.5	0.5	0.6	-0.3	0.7	0.7
*GRAND TOTAL	-5.9	0.9	-0.2	0.4	-2.6	-3.1	-2.6	-2.0	-2.0	-0.9	-4.8	-1.8	-1.8

*This total does not take into account those teachers available from the pool of substitutes, reentrant teachers and previous graduates with no teaching experience.

Table 26

Prince Edward Island Francophone Teachers (FTE)
Surplus (+) or Shortage (-) from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
ELEMENTARY													
Regular Teachers	-1.0	-0.7	-0.5	-0.2	-1.2	-1.2	-0.2	-0.2	-0.2	-0.2	-1.2	-2.0	-2.2
Other Teachers	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Principals	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL ELEM	-1.1	-0.8	-0.6	-0.3	-1.3	-1.3	-0.3	-0.3	-0.3	-0.3	-1.3	-2.1	-2.3
JUNIOR HIGH													
Regular Teachers	0.2	0.3	-0.3	-0.7	-1.1	-1.6	-1.1	-0.1	-0.1	-0.1	-0.1	-2.1	-1.3
Other Teachers	0.0	0.0	0.0	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL JR HIGH	0.2	0.3	-0.3	-0.9	-1.2	-1.7	-1.1	-0.1	-0.1	-0.1	-0.1	-2.1	-1.3
SENIOR HIGH													
Math	0.0	-0.1	0.0	0.0	-0.3	0.0	-0.1	-0.1	0.0	0.0	0.0	0.0	-0.3
English	0.0	-0.1	0.0	0.0	0.0	-0.6	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0
French	0.7	0.7	0.8	0.8	0.8	0.8	0.7	0.7	0.8	0.8	0.8	0.8	0.3
Other Languages													
Social Studies	0.0	-0.1	0.0	0.0	-0.2	-0.2	-0.1	0.0	0.0	0.0	0.0	0.0	0.0
Biology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.4	0.0	0.0	0.0
Physics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.4	0.0	0.0	0.0
Other Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	0.0	0.0	0.0
Physical/Health Education													
Business Education	0.0	-0.1	0.0	0.0	0.0	0.0	-0.1	0.0	0.0	0.0	0.0	0.0	0.0
Art													
Drama/Fine Art													
Music	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Industrial Arts/Ed	0.0	-0.1	0.0	0.0	0.0	0.0	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0
Home Economics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.3	0.0
Special Education													
Other Subjects													
Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Guidance Counselor	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Librarians	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Instr. Admin.													
TOTAL SR HIGH	0.4	0.1	0.5	1.3	0.5	-0.3	0.1	0.1	0.5	-0.3	0.7	0.4	-0.1
*GRAND TOTAL	-0.5	-0.4	-0.4	0.2	-2.0	-3.2	-1.3	-0.2	0.1	-0.7	-0.7	-3.8	-3.7

*This total does not take into account those teachers available from the pool of substitutes. reentrant teachers and previous graduates with no teaching experience.

Table 24 shows the supply of teachers for the Anglophone system by subject area and level as predicted by the model. Shortage is apparent at all levels but is higher at the junior high level where it usually fluctuates between 10 and 15 teachers from 1994 to 2002. A small shortage of teachers is also predicted at the elementary level. Contrary to the other two provinces, a surplus of senior high teachers is not predicted and, therefore, is not available to offset the teacher shortage at the elementary and junior high levels.

Table 25 shows the demand for Immersion teachers on Prince Edward Island between 1991 and 2004. The data for the elementary and junior high levels show that when shortages are predicted, they are relatively small (one to four teachers). Shortages are not predicted at the senior high level.

Table 26 predicts the demand for Francophone teachers on Prince Edward Island to the year 2004. Based upon the assumptions of the model, most shortages are predicted to be very small, usually less than one teacher.

One source of additional teachers for the schools on Prince Edward Island is substitute teachers. **In 1988-89 there were 375 teachers on the substitute lists on Prince Edward Island. From the survey returns based on a 20% sample of these 375 substitute teachers, it was estimated that about 78% or approximately 290 teachers would be willing to teach fulltime if a position became available. It was also predicted that an additional 11% or about 40 teachers would indicate that they would be willing to teach at least 50% of the time. Further, about 20% or about 75 teachers who would be willing to teach fulltime or at least 50% of the time, would be willing to relocate in the Maritime Provinces to fill a teaching position. Table 7 in Chapter 3 shows the subject specialties for which the respondents to the substitute teacher questionnaire on Prince Edward Island were trained to teach.**

Summary Comment.

The data reported in this chapter indicate that the overall demand for teachers in the Maritime Provinces Anglophone schools will not exceed the supply until 2000-01. Similarly, a shortage is not expected in the Francophone schools of the region until 2001-02. However, shortages at specific levels or in specific speciality areas will occur prior to the general shortage, and individual provinces will have to monitor the demand and supply situation and plan measures to avoid shortages.

Throughout the presentation and discussion of the data

analysis of the demand and supply of teachers in each of the provinces and for the Maritime region, it was assumed that the surplus teachers trained for positions at the senior high school level would fill most of the vacant positions at the junior high level and many of the positions at the elementary level. At the junior high level this assumption appears to be very reasonable since teacher training institutions maintain that their graduates trained for senior high school teaching positions could also teach at the junior high level. However, it is recognized that some provinces may feel that an elementary teacher requires special training and in these provinces ways of dealing with the pending shortages at the elementary level may have to be found.

BIBLIOGRAPHY

Abeles, Sigmund
"The Shortage of Science Teachers", Connecticut Journal of Science Education, v19, n2, p1-7, 1982.

Adams, Kay
"Needs Sensing: The Yeast for R & D Organizations", Educational Evaluation and Policy Analysis, Spring 1983, 55-60.

Akin, James
"Teacher Supply and Demand 1985. A Report Based upon an Opinion Survey of Teacher Placement Officers." Association for School, College and University Staffing, Madison, Wis, 9p, 1985, ED265094.

Alberta Education
A Snapshot of Teacher Supply and Demand in Alberta 1989/1990. The Planning and Information Services Division, Edmonton. June 1990.

American Association of Colleges for Teacher Education
"The Impact of Teacher Shortage and Surplus on Quality Issues in Teacher Education." p110, Washington, D. C., 1983, ED238890.

Atlantic Provinces Economic Council
Major Projects in Atlantic Canada: The 1990 Inventory: Atlantic Report. Volume XXVI, Number 1, April, 1990, p32.

Barrett, Michel
Population and Canada: Social Problems in Canada, Third Edition 1982, Guidance Centre, Faculty of Education, University of Toronto, p62.

Baugh, William and Stone, Joe
"Simulation of Teacher Demand, Demographics, and Mobility: A Preliminary Report", Oregon University, Eugene, Centre for Educational Policy and Management, Dec. 1980. 12p, ED197491.

Berry, Barnett
"A Case Study of the Teacher Labour Market in the Southeast. Miss Dove is Alive and Well." Occasional Papers in Educational Policy Analysis, Paper No. 413, Southeastern Regional Council for Educational Improvement, Research Triangle Park, N. C., Nov. 1984, ED251967.

Blosser, Patricia
"Science Teacher Supply and Demand", Science Education Fact Sheet No.1, 1983, ED232842.

Blosser, Patricia
"What Research Says - Science Teacher Supply and Demand." School Science and Mathematics, v84,n3, p244-249, 1984.

Burstall, Clare
"Falling Rolls: A Canadian Response", Educational Research, p3-13, Nov. 1980.

Canadian Teachers' Federation
"Dynamics of an Aging Teaching Profession: Report of a Seminar", Ottawa,, Ontario, October 20-22, 1985.

Canadian Teachers' Federation
"Key Characteristics of Teachers in Public Elementary and Secondary Schools, 1972-73 to 1979-80", Statistics Canada, Ottawa, March 1981.

Canadian Teachers' Federation
"Projection of Elementary and Secondary Enrolment and the Teaching Force in Canada 1987-88 to 2006-07", Ottawa, Ontario, January 1989.

Carey, Neil et al
"Recruiting Mathematics and Science Teachers Through Non-Traditional Programs: A Survey." Rand Corporation, Santa Monica, Calif., May 1988, ED300233.

Carlyle, J. D.
Deputy Minister, Manitoba Education and Training, personal correspondence, Nov. 2, 1989, Rm 162, Legislative Building, Winnipeg, Manitoba, R3C 0V8.

Castonguay, Paul
Executive Assistant, Provincial Association of Catholic Teachers, personal correspondence, Nov. 13, 1989, 2005, St. Marc St.,Montreal, Quebec, H3H 2G8.

Centre for Education Statistics
"Targeted Forecast, April 1988", Washington, D. C., 4p, April 1988, ED293840.

Chamberland, Richard
"Too Few Apples: The Challenge of Declining Enrolments and Teacher Redundancy in Canada", Canadian Education Association, Toronto, Ontario, 96p, 1980.

Chouinard, Robert
"État de la situation relative à la suppléance", Nouveau Brunswick, Ministère de l'Éducation, avril 1988.

Connecticut State Dept. of Education
"Fall Hiring Report: Certified Professional Staff Vacancies as of September 1, 1987", Hartford, 29p, 1988. ED299255.

Darling-Hammond, Linda
"Beyond the Commission Reports. The Coming Crisis in Teaching." Rand Corporation, Santa Monica, California, July 1984, 27p. ED248245.

Darling-Hammond, Linda
"Data on Teachers and Teaching: Opening the Black Boxes of Education." National Centre for Educational Statistics, Washington, D. C., Oct. 1985. ED272542.

ERIC Clearinghouse on Teacher Education
"Data Needs on Teacher Supply and Demand, ERIC Digest No. 6", Washington, D. C., 1986. 13p, ED269408.

Fiorino, Albert
"Teacher Education in Ontario; A History, 1843-1976." Commission on Declining School Enrolments in Ontario, Apr. 1978, 187p, Publications Centre, Ministry of Government Services, Toronto, ED197470.

Florida State Dept. of Education
"Teacher Supply and Demand in Florida: Fourth Annual Report", Tallahassee, Florida, Oct. 1985. ED277670.

Grissmer, David; and Kirby, Sheila
"Teacher Attrition: The Uphill Climb to Staff the Nation's Schools", Rand Corporation, Santa Monica, California, Aug. 1987. ED291735.

Haggstrom, Gus, et al.
"Assessing Teacher Supply and Demand." Rand Corporation, Santa Monica, California, May 1980, 106p. ED299224.

Hamilton, Willaim B.
Head, Department of Education, Mount Allison University, personal correspondence, May 15, 1990, Sackville, New Brunswick, E0A 3C0.

Hansen Group
"The Future for Teacher Education in Ontario. Simulation Experiments to Examine the Impact of Environmental Factors and Policy Decisions on Ontario Teacher Education Institutions 1978-2002." Mississauga, Ontario, 64p, Sept 1978, ED197462.

Harris, Clifton
"Texas Teacher Supply: A Crisis Ahead." Texas Technical Journal of Education, p189-95, Fall 1980.

Hatchette, Sister Agnes Paula, and Uhl, Norman P.
"Graduates' Perceptions of Concurrent and Consecutive Teacher Education Programs." Mount Saint Vincent University, October 1988.

Hogue, June
"Re-entry and Non-Entry Teachers: One Overlooked Solution to the Growing Teacher Shortage." Clearing House, v59, n8, p348-50, 1986.

Holmes, Dennis H. et al.
"Study of Retirement Eligible D.C.P.S. Teachers for School Years 1986-87 Through 1990-91", District of Columbia Public Schools, Washington, D.C., May 1988. ED295925.

Howe, Trevor, and Gerlovich, Jack
"National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers 1980-82." 36p, ED230418.

Humphries,

Illinois State Board of Education
"The Supply and Demand for Illinois Mathematics and Science Teachers", Department of Planning, Research and Evaluation, Springfield, Ill., Sept. 1983.

Martyn, Elaine
"Retention by Native Communities of Status Indian Graduates of Teacher Education Programs", Canadian Journal of Native Education, v12, n1, p62-64, 1984.

Maryland State Dept. of Education
"Teacher Supply and Demand in Maryland (1986-1989)." Baltimore, 1986, 83p. ED275689.

Maryland State Board of Higher Education
"Teacher Supply and Demand in Maryland 1987-1990." Annapolis, Sept. 1987. ED291731.

Ministère de l'Éducation du Québec
"Le Développement du Secteur de l'Éducation." Gouvernement du Québec, 1035 rue de la Chevrotière, Québec, Québec, G1R 5A5.

Murphy, Peter
"Rural Schools in British Columbia." Rural Educator, Fall 1984, p6-8.

National Academy of Sciences
"Report of the Planning Conference for a Study of Statistics on Supply of and Demand for Precollege Science and Mathematics Teachers." National Research Council, Washington, D.C., 1986, 79p. ED272388

New Brunswick Department of Education
"Teachers Supply Report and Recommendations", Fredericton, New Brunswick, December 1986.

New Brunswick Teachers' Association
"A Brief Report on the Changing Nature of Educational Demographics in New Brunswick," Fredericton, New Brunswick.

Newton, Anne; Basom, Richard Jr. and Brewer, Ross
"An Overview of the Northeast Common Market Project," American Education Research Association Annual Meeting, San Francisco, March 28, 1989, p7.

Newton, Anne, et al.
"Implementation of a Northeast Regional Credential for Education in New England and New York," 1989 American Educational Research Association Annual Meeting, San Francisco, CA, March 28, 1989.
Nova Scotia Teachers College, "Follow-up Survey of Graduates, 1986-1989", April 1990.
Nova Scotia Department of Education, Teacher Certification
"Initial Teacher Certification, Nova Scotia, 1989", Halifax, Nova Scotia, March 1990.

Nova Scotia Department of Vocational and Technical Training, Youth Initiatives Office
"Follow-up Survey, Education Graduates 1980-84, Report", August 1987.

Office of Educational Research and Improvement
"Data Needs on Teacher Supply and Demand, ERIC Digest No. 6." Washington, D.C., 13p,1986. ED269408.

Palaich, Bob and Burnes, Donald
"Teacher Shortages in the Next Decade, Issuegram 24," Education Commission of the Stated, Denver, Col., 10p, March 1983, ED231815.

Peters, Tom
"Fixed Link Between PEI, Mainland Rejected," The Mail-Star, August 16, 1990.

Pettier, Alan
Manager of Student Research, Northwest Territories Education, personal correspondence, Nov 22, 1989, Yellowknife, NWT, X1A 2L9.

Raizen, Sentra A.
"The Quantity and Quality of Teachers of Mathematics and Science, Grades 1 to 12.", Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Mar 1985, 41p. ED254400.

Raizen, Sentra A.
"Strategies to Increase Teacher Supply and Quality; Related Policy Issues." Teacher Education Quarterly, v13, n4, p22-30, 1986.

Regier, Herold
Too Many Teachers: Fact or Fiction, Phi Delta Kappa Educational Foundation, 1972, p38.

Rumberger, Russell
"The Impact of Salary Differentials on Teacher Shortages and Turnover: The Case of Mathematics and Science Teachers." Economics of Educational Review, v6, n4, p389-99, 1987.

Smith, Laverne
Perspectives on Teacher Supply and Demand in Ontario 1988-2008. Queen's Printer for Ontario, 1989, p58.

Tewel, Kenneth and Trubowitz, Sidney
"The Minority Group Teacher: An Endangered Species." Urban Education, October 1987, p355-65.

Title, David
"The Critical Role of Teacher Incentives in the Northeast States," American Educational Research Association Annual Meeting, San Francisco, March 28, 1989.

Tooredman, Kathryn
"Teacher Shortages: Truth and Consequences." Paper presented at the Annual Conference of the National Council of Stated on In-Service Education, San Diego, California, Nov 1987, 24p. ED289851.

Uhler, Sayre
"Alternative Paths to Entry: New Jersey and Elsewhere." Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., April 1987, 13p. ED287204.

Universite de Moncton
"Analyse et conclusion d'un follow-up effectué auprès des diplômés de la Faculté des sciences de l'éducation, 1986-1987", Moncton, Nouveau-Brunswick, février 1988.

Universite de Moncton
"Analyse et conclusion d'un follow-up effectué auprès des diplômés de la Faculté des sciences de l'éducation, 1987-1988", Moncton, Nouveau-Brunswick, mai 1989.

Von Zur-Muehlen, Max
"Myths and Realities: The Misconception of Faculty Shortages in the Next Decade." Canadian Higher Education Research Network, Ottawa University, Oct. 1986, 36p. ED277304.

Walsh, Christy
"Recent Retirees Supporting New Teachers," Journal of Staff Development, Summer 1989, v10, n3, p44-47.

Watts, Gary
"And Let the Air Out of the Volleyballs." Phi Delta Kappan, v67, n10, p723-24, 1986.

Weldon, Ward; Hurwitz, Emanuel and Menacker,Julius
"Enrolment Projections: Techniques and Financial Implications," School Business Affairs, Oct. 1989, p28-31.

Williams, Peter
"Planning Teacher Demand and Supply. Fundamentals of Educational Planning," United Nations Educational, Scientific and Cultural Organization, Paris, 103p, 1979, ED213107.

Williams, Richard and Cross, William
"Early Field Experience: A Recipe for Rural Teacher Retention", Paper presented at the annual National Rural and Small Schools Conference, Bellingham, WA, Oct 9-12, 1985, 12p, ED284700.

Williams, Richard and Cross, William
"Preparing Rural Teachers in Canada", Rural Educator, p22-25, Fall 1987.

APPENDIX A

QUESTIONS CONCERNING THE FUTURE OF EDUCATION IN THE PROVINCE

School enrolments in the Maritimes are predicted to remain relatively constant over the next decade. Certain areas such as Special Education classes have been declining and certain other areas such as French Immersion have been increasing. What shift do you see in the growth of certain sectors of the school population because of policies such as integration of handicapped students and French Immersion?

(a) Will the trend toward increasing French Immersion and the Francophone schools continue, and if so, to what extent?

(b) Will the trend to integrate handicapped students into the regular classrooms continue, and to what extent?

(c) Are you initiating any program changes to the regular elementary, junior high or senior high programs, and to what extent will teacher supply and demand be affected?

(d) Are there any other policies that you are or will be initiating in the near future which will require certain areas of the teacher and/or student population to grow disproportionately to other areas?

2. Do you have any plans or policies that will affect the teacher pupil ratios over the next five to ten years?

3. Does your organization support any changes in the conditions for retirement, sabbatical leaves or deferred salary leaves of teachers in the near future?

4. Does your organization support any changes in the compensation for teachers in the near future?

5. Does your organization support any changes in the certification requirements for teachers in the near future?

6. Does your organization support any changes in certification requirements or hiring procedures that will affect teacher education organizations in the near future?

APPENDIX B

QUESTIONS CONCERNANT L'AVENIR DE L'ÉDUCATION DANS LA PROVINCE

1. Il semble que le nombre d'élèves dans les écoles des provinces maritimes demeurera constant au cours de la prochaine décennie. Cependant, dans certains secteurs, comme celui de l'éducation spéciale, le nombre de classes a diminué, tandis qu'il a augmenté dans celui de l'immersion française. Quels changements dans la croissance de la population scolaire prévoyez-vous dus aux politiques gouvernementales relatives par exemple à l'intégration des élèves en difficulté et à l'immersion française?

    a) La tendance à un accroissement de l'immersion française et des écoles françaises va-t-elle se maintenir et, dans l'affirmative, jusqu'à quel point?

    b) La tendance à favoriser l'intégration des élèves en difficulté d'apprentissage dans les écoles régulières va-t-elle continuer et jusqu'à quel point?

    c) Etes-vous en faveur de changements dans les programmes des écoles élémentaires et secondaires et quelles en seront les répercussions sur les besoins des enseignant(e)s et sur le matériel didactique?

    d) Y a-t-il d'autres politiques que vous appuyez ou appuierez dans un avenir prochain qui feraient grandir d'une façon disproportionnée certaines parties de la population des enseignant(e)s ou celle des élèves?

2. Préconisez-vous des plans ou des politiques qui affecteront le ration enseignant(e)/élèves au cours des dix prochaines années?

3. Votre organisme favorise-t-il des changements dans les conditions relatives à la retraite, à l'année sabbatique, ou aux congés de salaires différées touchant les enseignant(e)s dans un proche avenir?

4. Votre organisme favorise-t-il des changements en regard de la compensation (augmentation salariale importante, améliorations dans les bénéfices marginaux, ...) accordée aux enseignant(e)s dans un avenir rapproché?

5. Votre organisme est-il en faveur de changements dans les conditions de certification des enseignant(e)s dans un avenir

prochain?

6. Votre organisme favorise-t-il des changements dans les conditions de certification ou les procédures d'embauche qui affecteront les institutions responsables de la formation des enseignant(e)s dans l'avenir?

APPENDIX C

MEETINGS HELD DURING THE COURSE OF THIS STUDY

April 7, 1989	- Halifax: MPEF Steering Committee
April 17, 1989	- New Brunswick Department of Education: meetings with Robert Chiounard, Louise Ouellette, Jean Pierre Boudreau, Guy Léveillé, Dick Harvey, Daina Watson and Kevin McCluskey.
	- New Brunswick Board of Management: meeting with Don Fletcher and Donna Jones.
April 18, 1989	- New Brunswick Teachers Association: meeting with Dawson Murray.
	- New Brunswick Department of Education: meeting with Hazen Grant.
	- Maritime Provinces Higher Education Commission: meeting with Jean Fisher and John Keyston.
April 19, 1989	- Prince Edward Island Department of Education: meeting with Linda Trenton and Parnell Garland.
	- Prince Edward Island Teachers Federation : Discussion with Jim Blanchard and Allan Murphy by phone.
May 11, 1989	- New Brunswick Department of Education: Meetings with Louise Ouellette and Guy Léveillé.
May 29, 1989	- Nova Scotia Department of Education: meeting with Bette Kelly and Dennis Pilkey.
June 2, 1989	- Prince Edward Island Department of Education: Meeting with Linda Trenton.
Dec 13, 1989	- MPEF Steering Committee.
Jan 30/31,1990	- New Brunswick Conference on Teacher Supply and Demand.

Feb 19, 1990	- Canadian Teachers Federation, Ottawa.
March 15, 1990	- MPEF, Richard Harvey, Barbara Murray.
March 16, 1990	- New Brunswick Department of Education, Earle Wood, Deputy Minister of Education (Anglophone), Betty Owens, Director of Curriculum (Anglophone) and Normand-Giles Bérubé, Directeur exécutif, services de développement pédogogique. - New Brunswick Teachers Federation: meeting with Dawson Murray and Joe Monahan.
March 28, 1990	- Nova Scotia Teachers Federation: meeting with Karen Duerden and Ron Morrison.
April 3, 1990	- Nova Scotia Department of Education: meeting with Blenis Nicholson, Deputy Minister and Lajeune Naud, Director of Curriculum.
April 4, 1990	- Francophone Division, New Brunswick Department of Education: meeting with Robert Chouinard, Directeur exécutif, services d'évaluation et de perfectionnement pédogogique, Pierre Dumas, Directeur des services aux élevès, Keith Coughlan, Directeur des programmes d'études, Guy Léveillé, agent de recherche et de statistiques.
April 9, 1990	- Prince Edward Island Department of Education: meeting with Tom Rich, Tilmon Gallant, Allan Hammond and Parnell Garland. - Prince Edward Island Teachers Federation: Meeting with Michel Plamondon and Allan Murphy.

In addition to the above, FAX and the telephone were used frequently as principal means of communication.

APPENDIX D

SCHOOL BOARDS

Names and Contact Persons

New Brunswick

Rural

District 39
C.P. 40 Richibouctou
N.-B. E0A 2M0
506-523-7655
M. Alcide LeBlanc

District 9
P.O. Box 99, Bolestown
N.B. E0H 1A0
506-369-2309
Mr. George O'Donnell

Urban

District 20
384 Lancaster Ave
Saint John, N.B. E2M 2L5
506-658-5300
Ms Anne-Marie McGrath

District 33
C. P. 130, Edmundston
N.-B. E3V 3K8
506-735-2047
M. Carmel Caouette

Nova Scotia

Rural

Richmond County School Board
P.O. Box 119, Arichat
N.S. B0E 1A0
902-226-3305
Mr. David J. Samson

Annapolis District School Board
P.O. Box 571, Annapolis Royal
N.S. B0S 1A0
902-532-7818
Mr. John L. MacDonald

Conseil Scolaire Clare/Argyle
C. P. 10, Meteghan
N.-É. B0W 2J0
902-645-3117
M. Stan Surette

Urban

Halifax District School Board
P.O. Box 370, Halifax
N.S. B3J 2R1
902-421-6817
Dr. Gordon Young

Cape Breton District School Board
275 George Street, Sydney
N.S. B1P 6G7
902-564-8293
Mr. Rene Patry

Appendix D (continued)

Prince Edward Island

Rural

Regional Administration Unit 1
Box 57, Elmsdale
PEI   C0B 1K0
902-853-2013
Mr. Donald King

Unité Scolaire Régionale No. 5
Wellington Station
PEI C0B 2E0
902-854-2975
M. Gabriel Arsenault

Urban

Regional Administration Unit 3
Box 1840, Charlottetown
PEI C1A 7N6
902-566-2066
Mr. Sterling Stratton

APPENDIX E

INTERVIEW QUESTIONS:

REGISTRARS AT TEACHER CERTIFICATION

1 a. Must newly certified teachers in your province renew their teacher's certificate if they do not teach within a given period of time?

  b. If they must teach in order to keep their certificate, how many people reapplied for certification over the past year? Was this an increase or a decrease from previous years?

2. How many inactive teachers do you estimate there are in your province, i.e. people with teacher's permits who are not teaching?

3. Do you have any idea as to the number of new graduates from teacher training institutions who went into non-teaching jobs or emigrated to other regions after graduation?

4. How many new and experienced teachers from outside the Maritime Provinces have you certified over the past year? Was this an increase or a decrease from past years?

5. Do you foresee any changes in teacher certification requirements which may impact on the supply of new teachers?

APPENDIX F

OUTLINE FOR INTERVIEWS WITH DEANS, DEPARTMENT HEADS AND DIRECTORS OF TEACHER TRAINING INSTITUTIONS

University ____________________

Name of person interviewed ____________________

Position ____________________

Telephone ____________________

1. How many teachers have you trained in the following areas over the past 3 years?

					ACADEMIC YEAR				
		1987			1988			1989	
	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm
Elementary									
Regular Teacher									
Administration									
Other (please specify)									
Junior High									
Regular Teacher									
Administration									
Other (please specify)									
Senior High									
Math									
English									
French									
Other Languages (please specify)									
Social Studies									
Chemistry									
Physics									
Biology									
Other Sciences (please specify)									
Phys Ed/Health Ed									
Business Ed									
Music									
Art									
Drama/Fine Arts									
Indus Arts/Indus Ed									
Home Economics									
Special Ed									
Other subjects (please specify)									
Administration									
Guidance Counsellor									
Librarian									
Social Worker									
Psychologist									
Other Administrator (please specify)									

2. Do you have the information given in question 1 by gender? Please include data for the current year.

	Elementary		**Junior High**		**Senior High**	
Year	Male	Female	Male	Female	Male	Female
1987						
1988						
1989						
1990						

3. How many people do you plan to graduate between 1990 and the year 2000 by specialty area?

ACADEMIC YEAR

	1990			1991			1992			1993			1994			1995		
	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm
Elementary Regular Teacher																		
Administrator																		
Other (please specify)																		
Junior High Regular Teacher																		
Administrator																		
Other (please specify)																		
Senior High Math																		
English																		
French																		
Other languages (please specify)																		
Social studies																		
Chemistry																		
Physics																		
Biology																		
Other sciences (please specify)																		
Phys Ed/ Health Ed																		
Business Ed																		
Music																		
Art																		
Drama/Fine Arts																		
Indus Arts/ Indus Ed																		
Home Economics																		
Special Ed																		
Other subjects (please specify)																		
Administrator																		
Guidance Counsellor																		
Librarian																		
Social Worker																		
Psychologist																		
Other Administrator (please specify)																		

Question #3, continued

ACADEMIC YEAR

	1996			1997			1998			1999			2000		
	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm
Elementary															
Regular Teacher															
Administrator															
Other (please specify)															
Junior High															
Regular Teacher															
Administrator															
Other (please specify)															
Senior High															
Math															
English															
French															
Other languages (please specify)															
Social studies															
Chemistry															
Physics															
Biology															
Other sciences (please specify)															
Phys Ed/ Health Ed															
Business Ed															
Music															
Art															
Drama/Fine Arts															
Indus Arts/ Indus Ed															
Home Economics															
Special Ed															
Other subjects (please specify)															
Administrator															
Guidance Counsellor															
Librarian															
Social Worker															
Psychologist															
Other Administrator (please specify)															

4. Are there plans to modify aspects of your program? For example, entrance requirements, length of program, course requirements, duration of teaching practicum, etc.

____

____

____

____

5. How many people applied for entrance to your Bachelor of Education program during the last three years?

1987 ___ 1988 ___ 1989 ___

How many of these applications did you reject?

1987 ___ 1988 ___ 1989 ___

For what reasons?

____

____

____

____

6. Do you have an admissions policy which requires that quotas be established by geographical region (province/country of origin, etc.)?

____

____

____

____

7. Do you have problems recruiting students for any of the specialty areas listed below:

	English schools	French schools	Immersion
Elementary			
Regular Teacher			
Administrator			
Other (please specify)			
Junior High			
Regular Teacher			
Administrator			
Other (please specify)			
Senior High			
Math			
English			
French			
Other Languages (please specify)			
Social Studies			
Chemistry			
Physics			
Biology			
Other Sciences (please specify)			
Phys Ed/Health Ed			
Business Ed			
Music			
Art			
Drama/Fine Arts			
Industrial Arts/Industrial Ed			
Home Economics			
Special Ed			
Other Subjects (please specify)			
Administrator			
Guidance Counsellor			
Librarian			
Social Worker			
Psychologist			
Other Administrator (please specify)			

8. Are you presently at or near the maximum capacity of your Faculty with regard to the number of candidates you are able to accept into your Bachelor of Education program.

Yes No (circle one)

9. Would it be possible to expand the number of candidates you accept annually? If so, under what circumstances, how quickly and in what subject areas?

10. a) Do you have problems recruiting faculty for any of the specialty areas listed below?

	English Schools	French Schools	Immersion Schools
Elementary			
Regular Teacher			
Administrator			
Other (please specify)			
Junior High			
Regular Teacher			
Administrator			
Other (please specify)			
Senior High			
Math			
English			
French			
Other Languages (please specify)			
Social Studies			
Chemistry			
Physics			
Biology			
Other Sciences (please specify)			
Phys Ed/Health Ed			
Business Ed			
Music			
Art			
Drama/Fine Arts			
Indus Arts/Indus Ed			
Home Economics			
Special Ed			
Other Subjects			
Administrator			
Guidance Counsellor			
Librarian			
Social Worker			
Psychologist			
Other Administrator (please specify)			

10. b) Do you expect these problems to continue?

____

____

____

11. How many faculty members do you expect will retire over the next ten years?

1990 ____
1991 ____
1992 ____
1993 ____
1994 ____
1995 ____
1996 ____
1997 ____
1998 ____
1999 ____
2000 ____

12. How many faculty members do you expect to lose to attrition over the next 10 years?

1990 ____
1991 ____
1992 ____
1993 ____
1994 ____
1995 ____
1996 ____
1997 ____
1998 ____
1999 ____
2000 ____

13. Are your cooperating teachers: -given training on their role ____
-paid or given other types of recognition for their work ____
-etc.

14. What is known about your graduates after they leave your program? Do you undertake follow-up studies?

15. Is there anything else with respect to teacher training that you would like to tell us?

APPENDIX G

QUESTIONS POUR ENCADRER LES INTERVIEWS AVEC LES RESPONSABLES DES PROGRAMMES DE FORMATION DES MAîTRES

Université ______________________________

Nom de la personne interviewée ______________________________

Poste ______________________________

Téléphone ______________________________

1. Durant les 3 dernières années, combien de diplômés/es avez-vous eus/es dans chacun des domaines suivants?

ANNÉE UNIVERSITAIRE

	1987			1988			1989		
	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm
Élémentaire									
Enseignant/e régulier/ère									
Administration									
Autre (veuillez préciser)									
Secondaire, 1er cycle									
Enseignant/e régulier/ère									
Administration									
Autre (veuillez préciser)									
Secondaire, 2e cycle									
Mathématiques									
Anglais									
Français									
Autres langues (préciser)									
Sciences humaines									
Chimie									
Physique									
Biologie									
Autres sciences (préciser)									
Éd. physique/Dév. personnel et social									
Éducation des affaires									
Musique									
Arts									
Art dramatique/Beaux arts									
Arts industriels/Ed Indus.									
Arts ménagers									
Education spéciale									
Autres sujets (préciser)									
Administration									
Conseiller/ère en orientation									
Bibliothécaire									
Travailleur/se sociale/e									
Psychologue									
Autre administrateur/trice (préciser)									

2. Concernant le point 1, avez-vous des renseignements relatifs au sexe des étudiants/es? Fournissez svp ces renseignements pour chacune des années suivantes.

Année	Élémentaire masc.	Élémentaire fém.	Secondaire 1er cycle masc.	Secondaire 1er cycle fém.	Secondaire 2e cycle masc.	Secondaire 2e cycle fém.
1987						
1988						
1989						
1990						

3. Combien de diplômés/es, par discipline, prévoyez-vous avoir au courant de la prochaine décennie (1990-2000)?

ANNÉE UNIVERSITAIRE

	1990			**1991**			**1992**			**1993**			**1994**			**1995**		
	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm
Élémentaire Enseignant/e régulier/ère																		
Administration																		
Autre (préciser)																		
Secondaire 1er cycle Enseignant/e régulier/ère																		
Administration																		
Autre (préciser)																		
Secondaire 2e cycle Mathématiques																		
Anglais																		
Français																		
Autres langues (préciser)																		
Sc. humaines																		
Chimie																		
Physique																		
Biologie																		
Autres sciences (préciser)																		
Éd. phys/Dév. pers. et social																		
Éd. des affaires																		
Musique																		
Arts																		
Art dramatique/ Beaux Arts																		
Arts Indus./ Ed. Indus.																		
Arts ménagers																		
Ed. spéciale																		
Autres sujets (préciser)																		
Administration																		
Conseiller/ère en orientation																		
Bibliothécaire																		
Travailleur/se social/e																		
Psychologue																		
Autre administrateur/trice (préciser)																		

#3 suite

ANNÉE UNIVERSITAIRE

	1996			1997			1998			1999			2000		
	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm	Ang	Fr	Imm
Élémentaire															
Enseignant/e régulier/ère															
Administration															
Autre (préciser)															
Secondaire 1er cycle															
Enseignant/e régulier/ère															
Administration															
Autre (préciser)															
Secondaire 2e cycle															
Mathématiques															
Anglais															
Français															
Autres langues (préciser)															
Sc. humaines															
Chimie															
Physique															
Biologie															
Autres sciences (préciser)															
Éd. phys./Dév. personnel et social															
Éd. des affaires															
Musique															
Arts															
Art dramatique/ Beaux Arts															
Arts Indus./ Éd. Indus.															
Arts ménagers															
Éd. spéciale															
Autres sujets (préciser)															
Administration															
Conseiller/ère en orientation															
Bibliothécaire															
Travailleur/se social/e															
Psychologue															
Autre administrateur/trice (préciser)															

4. Avez-vous planifié de modifier certains aspects de votre programme (c.f. conditions d'admission, durée du programme, conditions de succès, durée des stages, etc.)?

____

____

____

____

5. Combien de demandes d'admission à votre programme de baccalauréat en éducation avez-vous reçues au cours des trois dernières années?

1987 ___ 1988 ___ 1989 ___

De ces demandes, combien de candidat(e)s avez-vous refusé(e)s?

1987 ___ 1988 ___ 1989 ___

Pour quelles raisons?

____

____

____

6. Avez-vous une politique d'admission qui nécessite l'établissement de quotas par région? (province/comté d'origine, etc.)

____

____

____

____

7. Avez-vous de la difficulté à recruter des candidat(e)s pour les domaines suivants:

	Écoles anglaises	Écoles françaises	Immersion
Élémentaire			
Enseignant/e régulier/ère			
Administration			
Autre (préciser)			
Secondaire, 1er cycle			
Enseignant/e régulier/ère			
Administration			
Autre (préciser)			
Secondaire, 2e cycle			
Mathématiques			
Anglais			
Français			
Autres langues (préciser)			
Sciences humaines			
Chimie			
Physique			
Biologie			
Autres sciences (préciser)			
Éd. physique/Dév. personnel & social			
Éd. des affaires			
Musique			
Arts			
Art dramatique/Beaux Arts			
Arts indus./Ed. indus			
Arts ménagers			
Éducation spéciale			
Autres sujets (préciser)			
Administration			
Conseiller/ère en orientation			
Bibliothèque			
Travailleur/se sociale/e			
Psychologue			
Autre administrateur/trice (préciser)			

8. Avez-vous atteint ou presque atteint la capacité maximale de votre faculté quant au nombre d'étudiant(e)s que vous pouvez admettre dans votre programme? Encerclez le terme approprié.

Oui Non

9. Serait-il possible d'augmenter le nombre de candidat(e)s que vous acceptez annuellement. Dans l'affirmative, dans quelles circonstances, dans combien de temps, et dans quels domaines?

____

____

10. a) Avez-vous des problèmes à recruter des professeurs/es pour certains secteurs et niveaux d'enseignement?

	Anglais		Français		Immersion	
	P	E	P	E	P	E
Élémentaire Enseignant/e régulier/ère						
Administration						
Autre (préciser)						
Secondaire 1er cycle Enseignant/e régulier/ère						
Administration						
Autre (préciser)						
Secondaire 2e cycle Mathématiques						
Anglais						
Français						
Autres langues (préciser)						
Sciences humaines						
Chimie						
Physique						
Biologie						
Autres sciences (préciser)						
Éd. physique/Dév. personnel et social						
Éd. des affaires						
Musique						
Arts						
Art dramatique/Beaux Arts						
Arts indus./Éd. indus.						
Arts ménagers						
Éducation spéciale						
Autres sujets (préciser)						
Administration						
Conseiller/ère en orientation						
Bibliothécaire						
Travailleur/se social/e						
Psychologue						
Autre administrateur/trice (préciser)						

10. b) Avez-vous l'impression que ces problèmes vont se continuer?

____

____

____

11. Combien de vos professeurs, estimez-vous, prendront leur retraite au cours des dix prochaines années?

1990 ___
1991 ___
1992 ___
1993 ___
1994 ___
1995 ___
1996 ___
1997 ___
1998 ___
1999 ___
2000 ___

12. D'après-vous, quel sera le taux d'attrition annuelle chez vos professeurs au cours des 10 prochaines années?

1990 ___
1991 ___
1992 ___
1993 ___
1994 ___
1995 ___
1996 ___
1997 ___
1998 ___
1999 ___
2000 ___

13. Vos enseignant(e)s-coopérants: reçoivent-ils(elles) un entraînement relativement à leur rôle ____
sont-ils(elles) reconnu(e)s pour leur travail d'aucune manière ____
autres

14. Faites-vous un suivi de vos finissant(e)s après qu'ils(elles) ont obtenu leur diplôme?

15. Y aurait-il autre chose concernant la formation et le perfectionnement des enseignant/es que vous aimeriez nous dire?

APPENDIX H

QUESTIONNAIRE FOR SUBSTITUTES/SUPPLY TEACHERS

INTRODUCTION

The Department of Education under the auspices of the Maritime Provinces Education Foundation is conducting a study entitled «Teacher Workforce Needs in the Maritime Provinces» to look at how many teachers will be required in the near future. Substitute teachers represent an important pool of potential teachers and you have been selected as part of a small sample of this group. It is therefore very important that you complete this questionnaire and return it in the enclosed envelope as soon as possible. The questionnaire should only require a few minutes to fill in.

A. This question applies to those respondents able to teach in English to students whose first language is English. If this is not the case for you, please proceed to question B.

Circle each of the areas in which you are:

trained to work	***willing to work***	*for office use only*	
Elementary	**Elementary**		
1 Classroom Teacher	1 Classroom Teacher	1	39
2 Other (please consult the list below under Senior High and specify by number)	2 Other (please consult the list below under Senior High and specify by number)	2-7	40-45
# _____	# _____		
Junior High	**Junior High**		
1 Classroom Teacher	1 Classroom Teacher	8	46
2 Other (please consult the list below under Senior High and specify by number)	2 Other (please consult the list below under Senior High and specify by number)	9-16	47-56
# _____	# _____		
Senior High	**Senior High**		
1 Math	1 Math	17	57
2 English	2 English	18	58
3 French	3 French	19	59
4 Other languages (please specify)	4 Other languages (please specify)	20	60
__________	__________		
5 Social Studies	5 Social Studies	21	61
6 Chemistry	6 Chemistry	22	62
7 Physics	7 Physics	23	63
8 Biology	8 Biology	24	64
9 Other Sciences (please specify)	9 Other Sciences (please specify)	25	65
__________	__________		
10 Phys Ed/Health Ed	10 Phys Ed/Health Ed	26	66
11 Business Ed	11 Business Ed	27	67
12 Music	12 Music	28	68
13 Art	13 Art	29	69
14 Drama/Fine Arts	14 Drama/Fine Arts	30	70
15 Indus Arts/Indus Ed	15 Indus Arts/Indus Ed	31	71
16 Home Economics	16 Home Economics	32	72
17 Special Ed	17 Special Ed	33	73

Circle each of the areas in which you are:

trained to work	***willing to work***	for office use only	
Senior High	**Senior High**		
18 Other subjects (please specify) ______	18 Other subjects (please specify ______	34	74
19 Guidance Counsellor	19 Guidance Counsellor	35	75
20 Librarian	20 Librarian	36	76
21 Social Worker	21 Social Worker	37	77
22 Psychologist	22 Psychologist	38	78

B. This question applies to those respondents able to teach in French to students whose first language is French. If this is not the case for you, please proceed to question C.

Elementary	**Elementary**		
1 Classroom Teacher	1 Classroom Teacher	1	39
2 Other (please consult the list below under Senior High and specify by number) # ______	2 Other (please consult the list below under Senior High and specify by number) # ______	2-7	40-45
Junior High	**Junior High**		
1 Classroom Teacher	1 Classroom Teacher	8	46
2 Other (please consult the list below under Senior High and specify by number) # ______	2 Other (please consult the list below under Senior High and specify by number) # ______	9-16	47-56
Senior High	**Senior High**		
1 Math	1 Math	17	57
2 English	2 English	18	58
3 French	3 French	19	59
4 Other languages (please specify) ______	4 Other languages (please specify) ______	20	60
5 Social Studies	5 Social Studies	21	61
6 Chemistry	6 Chemistry	22	62
7 Physics	7 Physics	23	63
8 Biology	8 Biology	24	64
9 Other Sciences (please specify) ______	9 Other Sciences (please specify) ______	25	65
10 Phys Ed/Health Ed	10 Phys Ed/Health Ed	26	66
11 Business Ed	11 Business Ed	27	67
12 Music	12 Music	28	68
13 Art	13 Art	29	69
14 Drama/Fine Arts	14 Drama/Fine Arts	30	70
15 Indus Arts/Indus Ed	15 Indus Arts/Indus Ed	31	71
16 Home Economics	16 Home Economics	32	72
17 Special Ed	17 Special Ed	33	73
18 Other subjects (please specify) ______	18 Other subjects (please specify ______	34	74
19 Guidance Counsellor	19 Guidance Counsellor	35	75
20 Librarian	20 Librarian	36	76
21 Social Worker	21 Social Worker	37	77
22 Psychologist	22 Psychologist	38	78

C. This question applies to those respondents able to teach in French immersion classes. If this is not the case for you, please proceed to question D.

Circle each of the areas in which you are:

trained to work	***willing to work***	*for office use only*	
Elementary	**Elementary**		
1 Classroom Teacher	1 Classroom Teacher	1	39
2 Other (please consult the list below under Senior High and specify by number) # _____	2 Other (please consult the list below under Senior High and specify by number) # _____	2-7	40-45
Junior High	**Junior High**		
1 Classroom Teacher	1 Classroom Teacher	8	46
2 Other (please consult the list below under Senior High and specify by number) # _____	2 Other (please consult the list below under Senior High and specify by number) # _____	9-16	47-56
Senior High	**Senior High**		
1 Math	1 Math	17	57
2 English	2 English	18	58
3 French	3 French	19	59
4 Other languages (please specify) __________	4 Other languages (please specify) __________	20	60
5 Social Studies	5 Social Studies	21	61
6 Chemistry	6 Chemistry	22	62
7 Physics	7 Physics	23	63
8 Biology	8 Biology	24	64
9 Other Sciences (please specify) __________	9 Other Sciences (please specify) __________	25	65
10 Phys Ed/Health Ed	10 Phys Ed/Health Ed	26	66
11 Business Ed	11 Business Ed	27	67
12 Music	12 Music	28	68
13 Art	13 Art	29	69
14 Drama/Fine Arts	14 Drama/Fine Arts	30	70
15 Indus Arts/Indus Ed	15 Indus Arts/Indus Ed	31	71
16 Home Economics	16 Home Economics	32	72
17 Special Ed	17 Special Ed	33	73
18 Other subjects (please specify) __________	18 Other subjects (please specify __________	34	74
19 Guidance Counsellor	19 Guidance Counsellor	35	75
20 Librarian	20 Librarian	36	76
21 Social Worker	21 Social Worker	37	77
22 Psychologist	22 Psychologist	38	78

D. Given the opportunity, would you work (check all that apply):

__	Full-time	79
__	at least 50 percent	80
__	less than 50 percent	81

E. Would you relocate within the Maritime Provinces if you were offered a teaching position outside the area where you now live?

1. Yes 2. No (circle one)

82
for office use only

F. Indicate your age group. (Circle one of the following categories.) 83

20-24 years (0)
25-29 years (1)
30-34 years (2)
35-39 years (3)
40-44 years (4)
45-49 years (5)
50-54 years (6)
55-59 years (7)
60-64 years (8)
over 65 years (9)

G. Are you certified to teach in your province? 84

1. Yes 2. No (circle one)

H. Please indicate your gender by circling one of the following. 85

1. Female 2. Male

Thank you for completing this form and returning it to the Department of Education as quickly as possible.

Ms Bette Kelly
Director of Research
Nova Scotia Department of Education
P. O. Box 578
Halifax, Nova Scotia
B3J 2S9

for office use only

F. Indicate your age group. (Circle one of the following categories.) 83

20-24 years (0)
25-29 years (1)
30-34 years (2)
35-39 years (3)
40-44 years (4)
45-49 years (5)
50-54 years (6)
55-59 years (7)
60-64 years (8)
over 65 years (9)

G. Are you certified to teach in your province? 84

1. Yes 2. No (circle one)

H. Please indicate your gender by circling one of the following. 85

1. Female 2. Male

Thank you for completing this form and returning it to the Department of Education as quickly as possible.

Dr. Guy Léveillé
Director of Planning
Department of Education
P. O. Box 6000
Fredericton, New Brunswick
E3B 5H1

for office use only

F. Indicate your age group. (Circle one of the following categories.) 83

20-24 years (0)	45-49 years (5)
25-29 years (1)	50-54 years (6)
30-34 years (2)	55-59 years (7)
35-39 years (3)	60-64 years (8)
40-44 years (4)	over 65 years (9)

G. Are you certified to teach in your province? 84

1. Yes 2. No (circle one)

H. Please indicate your gender by circling one of the following. 85

1. Female 2. Male

Thank you for completing this form and returning it to the Department of Education as quickly as possible.

Dr. Parnell Garland
Director of Educational Services
Department of Education
P. O. Box 2000
Charlottetown, P.E.I.
C1A 7N8

APPENDIX I

QUESTIONNAIRE AUX ENSEIGNANT(E)S SUPPLÉANT(E)S

Le ministère de l'Éducation, sous les auspices de la Fondation d'éducation des provinces Maritimes, dirige une recherche quant au nombre d'enseignant(e)s dont auront besoin les écoles des provinces Maritimes jusqu'à l'an 2000. Les enseignant(e)s suppléant(e)s représentent un important bassin d'enseignant(e)s potentiel(le)s. Vous avez été choisi(e) pour faire partie d'un échantillonnage restreint de ce groupe. Il est donc très important que vous complétiez ce questionnaire et que vous nous le retourniez, dès que possible, dans l'enveloppe ci-jointe. Il ne vous en coûtera que quelques minutes de votre temps pour le remplir.

A. Cette question s'adresse aux répondants/es capables d'enseigner en anglais à des élèves dont la langue maternelle est l'anglais. Si cela n'est pas le cas, prière de passer à la question B.

Encerclez chacun des domaines dans lequel:

votre formation vous a préparé pour enseigner	***vous accepteriez d'enseigner:***	***à l'usage du bureau seulement***	
Élémentaire	**Élémentaire**		
1 Enseignant/e régulier(ère)	1 Enseignant/e régulier(ère)	1	39
2 Autre (veuillez consulter la liste du secondaire deuxième cycle et précisez en indiquant le/les numéros) no. ____	2 Autre (veuillez consulter la liste du secondaire deuxième cycle et précisez en indiquant le/les numéros) no. ____	2-7	40-45
Secondaire, premier cycle	**Secondaire, premier cycle**		
1 Enseignant/e régulier(ère)	1 Enseignant/e régulier(ère)	8	46
2 Autre (veuillez consulter la liste du secondaire deuxième cycle et précisez en indiquant le/les numéros) no. ____	2 Autre (veuillez consulter la liste du secondaire deuxième cycle et précisez en indiquant le/les numéros) no. ____	9-16	47-56
Secondaire, deuxième cycle	**Secondaire, deuxième cycle**		
1 Mathématiques	1 Mathématiques	17	57
2 Anglais	2 Anglais	18	58
3 Français	3 Français	19	59
4 Autres langues (précisez) ________	4 Autres langues (précisez) ________	20	60
5 Sciences humaines	5 Sciences humaines	21	61
6 Chimie	6 Chimie	22	62
7 Physique	7 Physique	23	63
8 Biologie	8 Biologie	24	64
9 Autres sciences (précisez) ________	9 Autres sciences (précisez) ________	25	65
10 Éd phys./Dév. personnel et social	10 Éd phys./Dév. personnel et social	26	66
11 Éducation des affaires	11 Éducation des affaires	27	67
12 Musique	12 Musique	28	68
13 Arts	13 Arts	29	69
14 Art dramatique/Beaux arts	14 Art dramatique/Beaux arts	30	70
15 Arts industriels/Éd. industrielle	15 Arts industriels/Éd industrielle	31	71
16 Arts ménagers	16 Arts ménagers	32	72
17 Éducation spéciale	17 Éducation spéciale	33	73

Encerclez chacun des domaines dans lequel:

votre formation vous a préparé pour enseigner	***vous accepteriez d'enseigner:***	***à l'usage du bureau seulement***	
Secondaire, deuxième cycle	**Secondaire, deuxième cycle**		
18 Autres sujets (précisez)	18 Autres sujets (précisez)	34	74
________	________		
19 Conseiller/ère en orientation	19 Conseiller/ère en orientation	35	75
20 Bibliothécaire	20 Bibliothécaire	36	76
21 Travailleur/se social/e	21 Travailleur/se social/e	37	77
22 Psychologue	22 Pyschologue	38	78

B. Cette question s'adresse aux répondants/es capables d'enseigner en français à des élèves dont la langue maternelle est le français. Si cela n'est pas le cas, prière de passer à la question C.

Élémentaire	**Élémentaire**		
1 Enseignant/e régulier(ère)	1 Enseignant/e régulier(ère)	1	39
2 Autre (veuillez consulter la liste du secondaire deuxième cycle et précisez en indiquant le/les numéros) no. ____	2 Autre (veuillez consulter la liste du secondaire deuxième cycle et précisez en indiquant le/les numéros) no. ____	2-7	40-45
Secondaire, premier cycle	**Secondaire, premier cycle**		
1 Enseignant/e régulier(ère)	1 Enseignant/e régulier(ère)	8	46
2 Autre (veuillez consulter la liste du secondaire deuxième cycle et précisez en indiquant le/les numéros) no. ____	2 Autre (veuillez consulter la liste du secondaire deuxième cycle et précisez en indiquant le/les numéros) no. ____	9-16	47-56
Secondaire, deuxième cycle	**Secondaire, deuxième cycle**		
1 Mathématiques	1 Mathématiques	17	57
2 Anglais	2 Anglais	18	58
3 Français	3 Français	19	59
4 Autres langues (précisez)	4 Autres langues (précisez)	20	60
________	________		
5 Sciences humaines	5 Sciences humaines	21	61
6 Chimie	6 Chimie	22	62
7 Physique	7 Physique	23	63
8 Biologie	8 Biologie	24	64
9 Autres sciences (précisez)	9 Autres sciences (précisez)	25	65
________	________		
10 Éd phys./Dév. personnel et social	10 Éd phys./Dév. personnel et social	26	66
11 Éducation des affaires	11 Éducation des affaires	27	67
12 Musique	12 Musique	28	68
13 Arts	13 Arts	29	69
14 Art dramatique/Beaux arts	14 Art dramatique/Beaux arts	30	70
15 Arts industriels/Éd. industrielle	15 Arts industriels/Éd industrielle	31	71
16 Arts ménagers	16 Arts ménagers	32	72
17 Éducation spéciale	17 Éducation spéciale	33	73
18 Autres sujets (précisez)	18 Autres sujets (précisez)	34	74
________	________		
19 Conseiller/ère en orientation	19 Conseiller/ère en orientation	35	75
20 Bibliothécaire	20 Bibliothécaire	36	76
21 Travailleur/se social/e	21 Travailleur/se social/e	37	77
22 Psychologue	22 Pyschologue	38	78

C. Cette question s'adresse aux répondants/es capables d'enseigner dans des classes d'immersion française. Si cela n'est pas le cas, prière de passer à la question D.

votre formation vous a préparé pour enseigner	***vous accepteriez d'enseigner:***	***à l'usage du bureau seulement***	
Élémentaire	**Élémentaire**		
1 Enseignant/e régulier(ère)	1 Enseignant/e régulier(ère)	1	39
2 Autre (veuillez consulter la liste du secondaire deuxième cycle et précisez en indiquant le/les numéros) no. ____	2 Autre (veuillez consulter la liste du secondaire deuxième cycle et précisez en indiquant le/les numéros) no. ____	2-7	40-45
Secondaire, premier cycle	**Secondaire, premier cycle**		
1 Enseignant/e régulier(ère)	1 Enseignant/e régulier(ère)	8	46
2 Autre (veuillez consulter la liste du secondaire deuxième cycle et précisez en indiquant le/les numéros) no. ____	2 Autre (veuillez consulter la liste du secondaire deuxième cycle et précisez en indiquant le/les numéros) no. ____	9-16	47-56
Secondaire, deuxième cycle	**Secondaire, deuxième cycle**		
1 Mathématiques	1 Mathématiques	17	57
2 Anglais	2 Anglais	18	58
3 Français	3 Français	19	59
4 Autres langues (précisez) ________	4 Autres langues (précisez) ________	20	60
5 Sciences humaines	5 Sciences humaines	21	61
6 Chimie	6 Chimie	22	62
7 Physique	7 Physique	23	63
8 Biologie	8 Biologie	24	64
9 Autres sciences (précisez) ________	9 Autres sciences (précisez) ________	25	65
10 Éd phys./Dév. personnel et social	10 Éd phys./Dév. personnel et social	26	66
11 Éducation des affaires	11 Éducation des affaires	27	67
12 Musique	12 Musique	28	68
13 Arts	13 Arts	29	69
14 Art dramatique/Beaux arts	14 Art dramatique/Beaux arts	30	70
15 Arts industriels/Éd. industrielle	15 Arts industriels/Éd industrielle	31	71
16 Arts ménagers	16 Arts ménagers	32	72
17 Éducation spéciale	17 Éducation spéciale	33	73
18 Autres sujets (précisez) ________	18 Autres sujets (précisez) ________	34	74
19 Conseiller/ère en orientation	19 Conseiller/ère en orientation	35	75
20 Bibliothécaire	20 Bibliothécaire	36	76
21 Travailleur/se social/e	21 Travailleur/se social/e	37	77
22 Psychologue	22 Pyschologue	38	78

D. Si vous aviez la chance, travailleriez-vous:

__	à temps plein	79
__	à mi-temps (au moins 50%)	80
__	à temps partiel (moins de 50%)	81

E. Si on vous offrait un poste dans l'enseignement dans une autre région des provinces Maritimes, consentiriez-vous à déménager? Encerclez la réponse de votre choix.

1. Oui 2. Non 82

à l'usage
du bureau
seulement

F. Encerclez le groupe d'âge auquel vous appartenez. 83

20-24 ans (0)
25-29 ans (1)
30-34 ans (2)
35-39 ans (3)
40-44 ans (4)

45-49 ans (5)
50-54 ans (6)
55-59 ans (7)
60-64 ans (8)
plus de 65 ans (9)

G. Possédez-vous un brevet d'enseignement? (brevet reconnu par la province). Encerclez l'un des choix suivants: 84

1. Oui 2. Non

H. A quel sexe appartenez-vous? Encerclez le terme approprié. 85

1. Féminin 2. Masculin

Merci d'avoir rempli ce questionnaire et de le retourner au ministère de l'Éducation dans les plus brefs délais.

Dr Guy Léveillé
Chef de service pour Recherche et Statistiques
Ministère de l'Éducation
C. P. 6000
Fredericton, Nouveau-Brunswick
E3B 5H1

APPENDIX J

QUESTIONS FOR SCHOOL BOARDS

1a). Do most potential certified substitutes/supply teachers in your area get to do substitute teaching? In what subject areas do they get the most work?

b). How much work would you estimate that your typical certified substitute/supply teacher received over the past year?

1-5 days
6-10 days
11-15 days
16-20 days
over 20 days

2a). Would you rate the availability of certified supply/substitute teachers in your school district as:

inadequate supply____
adequate supply____
over supply ____

b). If you are experiencing shortages or surpluses, in what subject areas and at what levels?

3a). How many inquiries and/or applications did you receive from qualified teachers wanting to move into your school district over the past year?

b). Was this an increase or a decrease from previous years?

c). Why?

4. How many inactive teachers do you feel you have in your area, that is teachers with teacher training who have given up the search for a position but who would return to teaching on a full-time basis if a position became available?

APPENDIX K

Questions aux Conseils Scolaires

1a). Est-ce que tous les enseignants suppléants brevetés de votre district scolaire ont eu l'occasion de faire de la suppléance cette année? Dans quelles disciplines/matières scolaires avez-vous eu le plus besoin de suppléants?

____

____

b). Selon votre estimation, quelle quantité de travail un enseignant suppléant breveté typique a dû accomplir pendant l'année passeé?

1-5 jours	11-15 jours	plus de 20 jours
6-10 jours	16-20 jours	

2a). Le taux de disponibilité d'enseignants suppléants brevetés dans votre région scolaire serait:

taux incommodément faible ____
taux adéquat ____
taux très bon ____

b). Si vous faites l'expérience d'un manque ou d'un surplus de suppléants, dans quelles matières et à quels niveaux?

____

____

____

3a). Combien de demandes de renseignements/d'emploi avez-vous reçues de la part d'enseignants qualifiés désireux de s'installer dans votre région au cours de l'an passé?

____

b). Est-ce une diminution ou une augmentation par rapport aux années précédentes?

____

c). Pour quelles raisons?

____

4. Combien d'enseignants inactifs croyez-vous avoir dans votre région, i.e. des enseignants possédant une formation à l'enseignement qui ont abandonné leur recherche d'un emploi mais qui retourneraient travailler à plein temps advenant un poste à combler?

____

______

APPENDIX L

Interview Schedule - Teacher Training Institution

The Deans, Heads, Chairs and Directors of the 13 teacher training institutions in the Maritime Provinces have received questionnaires, and been contacted in order to set a date for the interviews.

As per the schedule presented below the data collection should be completed by February 16.

Institution	Interview date
Dr. Roger Barnsley Dean, Faculty of Education St. Mary's University Halifax, Nova Scotia B3H 3C3	February 1 at 1:30 p.m.
Dr. Nick Webb Chair, Art Education Nova Scotia School of Art and Design 5163 Duke Street Halifax, Nova Scotia B3J 3J6	February 2 at 10:00 a.m.
Dr. Gerald Clarke Dean, Faculty of Education University of New Brunswick P. O. Box 4400 Fredericton, New Brunswick E3B 5A3	February 6 at 9:00 a.m.
Dr. Robert Monterio Chair, Education Department St. Thomas University P. O. Box 4569 Fredericton, New Brunswick E3B 5G3	February 6 at 1:00 p.m.
Dr. Omer Robichaud Doyen, Faculté des sciences de l'éducation Université de Moncton Moncton, New Brunswick E1A 3E9	February 7 at 9:00 a.m.
Dr. William Hamilton Head, Department of Education Mount Allison University Sackville, New Brunswick	February 7 at 1:00 p.m.

E0A 3C0

Dr. Robert Mahen
Dean, Faculty of Education
University of Prince Edward Island
Charlottetown, P.E.I. C1A 4P3

February 8 at 9:00 a.m.

Dr. Jamie Muir
Principal
Nova Scotia Teachers College
P. O. Box 810
Truro, Nova Scotia
B2N 5G5

February 14 at 2:00 p.m.

Dr. Dave Muttart
Director, School of Education
Acadia University
Wolfville, Nova Scotia
B0P 1X0

February 15 at 9:30 a.m.

Dr. Theresa MacIsaac
Chair, Education Department
St. Francis Xavier University
Antigonish, Nova Scotia
B2G 1C0

February 16 at 10:00 a.m.

Dr. Réal Samson
Directeur, Département des sciences de l'éducation
Université Sainte-Anne
Pointe-de-l'Église, Nouvelle-Écosse
B0W 1M0

Dr Keith Sullivan
Interim Director, School of Education
Dalhousie University
Halifax, Nova Scotia
B3H 3J5

Dr. Norman Uhl
Chairperson, Education Department
Mount Saint Vincent University
Halifax, Nova Scotia
B3M 2J6

APPENDIX M

SUBSTITUTE TEACHERS WHO PARTICIPATED IN THE FIELD TESTING OF THE QUESTIONNAIRE

French version

Corinne Thimot	Little Brook	769-2767
Nicole Muise	Saulnierville,Station	769-3040
Irène Lombard	Concession	769-2801
Bonnie Melanson	Pointe-de-l'Église	769-2899
Diane Blinn	Pointe-de-l'Église	769-2114

English version

Ken Saulnier	Yarmouth	742-5088
Cindy Myers	St. Alphonse	645-2865
Cathy Shee	Weymouth	837-7215
Sharon Wagner	Weymouth	837-5643
Brenda Collins	Meteghan	645-2668

APPENDIX N

RESEARCHERS

Dr. Réal Samson, Director of the School of Education
Université Sainte-Anne.

Former positions include high school social studies and French teacher.

Dr. Keith Sullivan, Interim Director of the School of Education
Dalhousie University

Former positions include elementary and junior high principal and high school teacher and Research Associate with the Atlantic Institute of Education.

Dr. Norman Uhl, Professor of Educational Psychology
Mount St. Vincent University

Former positions include Associate Vice-Chancellor for Research, Evaluation and Planning, North Carolina Central University and Research Psychologist, Educational Testing Service. Dr. Uhl is Immediate Past President of the Canadian Society for the Study of Higher Education.

Table NBA1

New Brunswick Elementary Regular Anglophone Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	2451.0	2445.2	2395.0	2365.3	2344.5	2306.0	2273.4	2248.6	2232.6	2220.6	2192.9	2176.1	2159.9
Teacher Loss:S2	-80.9	-80.7	-79.0	-78.1	-72.7	-71.5	-70.5	-69.7	-69.2	-68.8	-68.0	-67.5	-67.0
Retirement:S3	-35.2	-31.1	-26.3	-41.1	-51.5	-49.2	-59.4	-52.9	-64.2	-61.5	-78.6	-84.5	-92.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-4.9	-4.9	-4.8	-4.7	-4.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	124.9	124.9	124.9	124.9	124.9	124.9	124.9	124.9	124.9	124.9	124.9	124.9	124.9
Non-teaching:S10	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0
Immigrants:S7+S11	24.5	24.5	24.5	24.5	24.5	24.5	24.5	24.5	24.5	24.5	24.5	24.5	24.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	124.3	124.3	124.3	124.3	124.3	124.3	124.3	124.3	124.3	124.3	124.3	124.3	124.3
Experienced:S15	2330.0	2328.5	2284.9	2241.5	2215.7	2185.4	2143.5	2125.9	2099.2	2090.3	2046.4	2024.1	2000.4
CHANGE													
Curr change:D6	22.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	2423.0	2395.0	2365.3	2344.5	2306.0	2273.4	2248.6	2232.6	2220.6	2192.9	2176.1	2159.9	2139.8
Changed Cond:D8	2445.2	2395.0	2365.3	2344.5	2306.0	2273.4	2248.6	2232.6	2220.6	2192.9	2176.1	2159.9	2139.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	9.2	57.9	43.9	21.3	33.9	36.3	19.3	17.7	2.9	21.7	-5.4	-11.4	-15.1

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14       Experienced Supply    *
* S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5   *
* ____________________________________________________ *

                        Minus

 ______________________ DEMAND ______________________
*                                                      *
*               Predicted Teacher FTE D5               *
*                       + or -                         *
*          Change in Need for Teachers D6 & D7         *
* ____________________________________________________ *

                        Equals

                       _______
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NBA2

New Brunswick Elementary Other Anglophone Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	243.5	248.5	239.1	229.5	227.5	223.8	220.6	218.2	216.6	215.5	212.8	211.2	209.6
Teacher Loss:S2	-8.0	-8.2	-7.9	-7.6	-7.1	-6.9	-6.8	-6.8	-6.7	-6.7	-6.6	-6.5	-6.5
Retirement:S3	-1.0	-3.3	-2.4	-1.6	-2.4	-1.5	-2.1	-2.5	-3.2	-5.6	-3.7	-11.7	-7.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.5	-0.5	-0.5	-0.5	-0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7&S11	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
Experienced:S15	233.9	236.5	228.3	219.9	217.6	215.3	211.7	208.9	206.7	203.2	202.5	192.9	195.6
CHANGE													
Curr change:D6	13.4	6.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	235.1	232.4	229.5	227.5	223.8	220.6	218.2	216.6	215.5	212.8	211.2	209.6	207.6
Changed Cond:D8	248.5	239.1	229.5	227.5	223.8	220.6	218.2	216.6	215.5	212.8	211.2	209.6	207.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-12.1	-0.1	1.3	-5.1	-3.7	-2.8	-4.0	-5.2	-6.3	-7.1	-6.2	-14.2	-9.6

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBA3

New Brunswick Anglophone Elementary Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	109.2	108.5	107.2	105.9	104.9	103.2	101.8	100.6	99.9	99.4	98.2	97.4	96.7
Teacher Loss:S2	-3.6	-3.6	-3.5	-3.5	-3.3	-3.2	-3.2	-3.1	-3.1	-3.1	-3.0	-3.0	-3.0
Retirement:S3	-1.6	-1.7	-6.3	-4.8	-7.2	-8.0	-3.8	-3.3	-6.1	-5.6	-7.5	-4.7	-6.1
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.2	-0.2	-0.2	-0.2	-0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
Experienced:S15	103.8	103.0	97.1	97.4	94.3	92.0	94.8	94.2	90.7	90.7	87.6	89.7	87.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	108.5	107.2	105.9	104.9	103.2	101.8	100.6	99.9	99.4	98.2	97.4	96.7	95.8
Changed Cond:D8	108.5	107.2	105.9	104.9	103.2	101.8	100.6	99.9	99.4	98.2	97.4	96.7	95.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-3.6	-3.2	-7.6	-6.5	-7.9	-8.7	-4.8	-4.6	-7.6	-6.4	-8.7	-5.9	-7.1

```
 _______________________ SUPPLY _______________________
* Inexperienced supply S14        Experienced Supply    *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5   *
* _____________________________________________________*

                         Minus

 ______________________ DEMAND _____________________
*                                                     *
*              Predicted Teacher FTE D5               *
*                      + or -                         *
*          Change in Need for Teachers D6 & D7        *
* _____________________________________________________*

                         Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NBA4

New Brunswick Anglophone Elementary Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	37.0	36.8	36.3	35.9	35.6	35.0	34.5	34.1	33.9	33.7	33.3	33.0	32.8
Teacher Loss:S2	-1.2	-1.2	-1.2	-1.2	-1.1	-1.1	-1.1	-1.1	-1.1	-1.0	-1.0	-1.0	-1.0
Retirement:S3	-0.4	-0.3	-1.3	0.0	-1.0	-0.7	-0.4	-1.1	-1.5	-1.7	-0.7	-2.5	-2.1
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Experienced:S15	35.3	35.2	33.8	34.6	33.4	33.2	33.0	32.0	31.3	31.0	31.5	29.5	29.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	36.8	36.3	35.9	35.6	35.0	34.5	34.1	33.9	33.7	33.3	33.0	32.8	32.5
Changed Cond:D8	36.8	36.3	35.9	35.6	35.0	34.5	34.1	33.9	33.7	33.3	33.0	32.8	32.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-1.1	-0.8	-1.8	-0.6	-1.2	-0.9	-0.7	-1.5	-2.0	-2.0	-1.1	-2.9	-2.4

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply    *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5   *
* ______________________________________________________*

                          Minus

 ______________________ DEMAND ______________________
*                                                       *
*                 Predicted Teacher FTE D5              *
*                          + or -                       *
*             Change in Need for Teachers D6 & D7       *
* ______________________________________________________*

                          Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NBA6

New Brunswick Anglophone Junior High Regular Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	1539.1	1510.6	1465.0	1447.8	1448.5	1451.1	1449.8	1430.0	1394.8	1361.8	1355.3	1345.2	1338.4
Teacher Loss:S2	-50.8	-49.8	-48.3	-47.8	-44.9	-45.0	-44.9	-44.3	-43.2	-42.2	-42.0	-41.7	-41.5
Retirement:S3	-9.4	-13.2	-14.7	-21.2	-18.6	-23.3	-29.8	-23.0	-39.1	-47.9	-46.5	-57.5	-44.8
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-3.1	-3.0	-2.9	-2.9	-2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	15.1	15.1	15.1	15.1	15.1	15.1	15.1	15.1	15.1	15.1	15.1	15.1	15.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	15.1	15.1	15.1	15.1	15.1	15.1	15.1	15.1	15.1	15.1	15.1	15.1	15.1
Experienced:S15	1475.8	1444.5	1399.1	1375.9	1382.1	1382.8	1375.1	1362.7	1312.5	1271.7	1266.8	1246.0	1252.1
CHANGE													
Curr change:D6	11.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1439.6	1465.0	1447.8	1448.5	1451.1	1449.8	1430.0	1394.8	1361.8	1355.3	1345.2	1338.4	1316.7
Changed Cond:D8	1510.6	1465.0	1447.8	1448.5	1451.1	1449.8	1430.0	1394.8	1361.8	1355.3	1345.2	1338.4	1316.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-13.7	-5.4	-33.6	-57.4	-53.9	-51.9	-39.9	-17.0	-34.2	-68.5	-63.3	-77.3	-49.5

SUPPLY

Inexperienced supply S14
S14=S9+S10+S11+S12+S13

Experienced Supply
S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBA7

New Brunswick Anglophone Junior High Other Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	225.3	223.7	215.4	209.6	209.7	210.1	209.9	207.0	201.9	197.2	196.2	194.8	193.8
Teacher Loss:S2	-7.4	-7.4	-7.1	-6.9	-6.5	-6.5	-6.5	-6.4	-6.3	-6.1	-6.1	-6.0	-6.0
Retirement:S3	-1.4	-2.8	-2.3	-2.4	-2.3	-0.2	-2.6	-2.3	-4.5	-4.9	-3.8	-7.8	-6.8
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.5	-0.4	-0.4	-0.4	-0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3
Non-teaching:S10	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7
Immigrants:S7+S11	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	8.9	8.9	8.9	8.9	8.9	8.9	8.9	8.9	8.9	8.9	8.9	8.9	8.9
Experienced:S15	216.0	213.1	205.6	199.9	200.5	203.4	200.8	198.3	191.2	186.1	186.3	180.9	181.0
CHANGE													
Curr change:D6	6.6	3.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	217.1	212.1	209.6	209.7	210.1	209.9	207.0	201.9	197.2	196.2	194.8	193.8	190.6
Changed Cond:D8	223.7	215.4	209.6	209.7	210.1	209.9	207.0	201.9	197.2	196.2	194.8	193.8	190.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	1.2	6.6	4.9	-0.9	-0.7	2.4	2.7	5.3	2.9	-1.2	0.5	-4.0	-0.8

```
           ______________________ SUPPLY ______________________
          * Inexperienced supply S14       Experienced Supply      *
          * S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5      *
          * ________________________________________________________*

                                  Minus

            ______________________ DEMAND ______________________
          *                                                        *
          *               Predicted Teacher FTE D5                 *
          *                       + or -                           *
          *           Change in Need for Teachers D6 & D7          *
          * ________________________________________________________*

                                  Equals

                               ________
                             * SURPLUS *
                             *   OR    *
                             * SHORTAGE*
                             * ________*
```

Table NBA8

New Brunswick Anglophone Junior High Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	70.7	69.1	67.5	66.7	66.8	66.9	66.8	65.9	64.3	62.8	62.5	62.0	61.7
Teacher Loss:S2	-2.3	-2.3	-2.2	-2.2	-2.1	-2.1	-2.1	-2.0	-2.0	-1.9	-1.9	-1.9	-1.9
Retirement:S3	-1.8	-2.5	-1.6	-4.5	-5.5	-3.7	-1.5	-3.6	-3.8	-3.2	-3.2	-1.6	-2.9
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Experienced:S15	66.4	64.2	63.6	59.9	59.1	61.1	63.3	60.3	58.5	57.6	57.3	58.5	56.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	69.1	67.5	66.7	66.8	66.9	66.8	65.9	64.3	62.8	62.5	62.0	61.7	60.7
Changed Cond:D8	69.1	67.5	66.7	66.8	66.9	66.8	65.9	64.3	62.8	62.5	62.0	61.7	60.7
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-2.0	-2.6	-2.5	-6.2	-7.1	-5.0	-2.0	-3.3	-3.6	-4.2	-4.0	-2.5	-3.1

```
 _______________________ SUPPLY ________________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
*_______________________________________________________*

                        Minus

 _______________________ DEMAND _____________________
*                                                      *
*                Predicted Teacher FTE D5              *
*                        + or -                        *
*          Change in Need for Teachers D6 & D7         *
*______________________________________________________*

                        Equals

                       _______
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NBA9

New Brunswick Anglophone Junior High Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	49.6	48.5	47.4	46.8	46.8	46.9	46.9	46.2	45.1	44.0	43.8	43.5	43.3
Teacher Loss:S2	-1.6	-1.6	-1.6	-1.5	-1.5	-1.5	-1.5	-1.4	-1.4	-1.4	-1.4	-1.3	-1.3
Retirement:S3	-0.7	-0.3	-1.8	0.0	-1.3	-2.1	-0.6	-3.4	-3.5	-2.3	-1.8	-2.2	-3.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Experienced:S15	47.1	46.5	43.9	45.2	44.0	43.4	44.8	41.4	40.2	40.4	40.7	39.9	38.5
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	48.5	47.4	46.8	46.8	46.9	46.9	46.2	45.1	44.0	43.8	43.5	43.3	42.6
Changed Cond:D8	48.5	47.4	46.8	46.8	46.9	46.9	46.2	45.1	44.0	43.8	43.5	43.3	42.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.9	-0.4	-2.4	-1.2	-2.4	-3.0	-0.9	-3.2	-3.3	-3.0	-2.3	-2.8	-3.6

SUPPLY

Inexperienced supply S14
S14=S9+S10+S11+S12+S13

Experienced Supply
S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBA11

New Brunswick Anglophone Senior High Math Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	232.6	225.9	222.6	216.8	212.1	207.3	204.7	205.1	205.4	205.2	202.3	197.4	192.7
Teacher Loss:S2	-7.7	-7.5	-7.3	-7.2	-6.6	-6.4	-6.3	-6.4	-6.4	-6.4	-6.3	-6.1	-6.0
Retirement:S3	-3.7	-2.1	-4.5	-5.9	-5.0	-7.8	-7.3	-4.4	-1.0	-9.5	-9.4	-11.3	-13.7
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.5	-0.5	-0.4	-0.4	-0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	21.4	21.4	21.4	21.4	21.4	21.4	21.4	21.4	21.4	21.4	21.4	21.4	21.4
Non-teaching:S10	-4.3	-4.3	-4.3	-4.3	-4.3	-4.3	-4.3	-4.3	-4.3	-4.3	-4.3	-4.3	-4.3
Immigrants:S7+S11	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	19.4	19.4	19.4	19.4	19.4	19.4	19.4	19.4	19.4	19.4	19.4	19.4	19.4
Experienced:S15	220.8	215.8	210.3	203.3	200.1	193.0	191.1	194.3	198.0	189.3	186.6	180.0	173.0
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	225.9	222.6	216.8	212.1	207.3	204.7	205.1	205.4	205.2	202.3	197.4	192.7	192.0
Changed Cond:D8	225.9	222.6	216.8	212.1	207.3	204.7	205.1	205.4	205.2	202.3	197.4	192.7	192.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	14.3	12.7	12.8	10.6	12.2	7.7	5.4	8.3	12.2	6.4	8.6	6.6	0.4

SUPPLY

Inexperienced supply S14
S14=S9+S10+S11+S12+S13

Experienced Supply
S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBA12

New Brunswick Anglophone Senior High English Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	213.7	207.5	204.5	199.2	194.8	190.4	188.1	188.4	188.7	188.5	185.9	181.4	177.0
Teacher Loss:S2	-7.1	-6.8	-6.7	-6.6	-6.0	-5.9	-5.8	-5.8	-5.8	-5.8	-5.8	-5.6	-5.5
Retirement:S3	-1.5	-2.5	-3.7	-7.2	-1.0	-4.6	0.0	-3.5	-5.7	-8.0	-9.4	-11.3	-13.9
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.4	-0.4	-0.4	-0.4	-0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6
Non-teaching:S10	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5
Immigrants:S7+S11	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	20.1	20.1	20.1	20.1	20.1	20.1	20.1	20.1	20.1	20.1	20.1	20.1	20.1
Experienced:S15	204.7	197.7	193.6	185.0	187.4	179.9	182.3	179.0	177.1	174.7	170.7	164.4	157.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	207.5	204.5	199.2	194.8	190.4	188.1	188.4	188.7	188.5	185.9	181.4	177.0	176.4
Changed Cond:D8	207.5	204.5	199.2	194.8	190.4	188.1	188.4	188.7	188.5	185.9	181.4	177.0	176.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	17.4	13.4	14.6	10.3	17.1	12.0	14.0	10.5	8.8	9.0	9.5	7.5	1.4

```
 ________________________ SUPPLY ________________________
* Inexperienced supply S14          Experienced Supply    *
* S14=S9+S10+S11+S12+S13            S15= S1+S2+S3+S4+S5   *
* _______________________________________________________*

                         Minus

 ________________________ DEMAND ______________________
*                                                      *
*               Predicted Teacher FTE D5               *
*                       + or -                         *
*          Change in Need for Teachers D6 & D7         *
* _____________________________________________________*

                         Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NBA13

New Brunswick Anglophone Senior High French Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	111.0	107.8	106.2	103.5	101.2	98.9	97.7	97.9	98.0	97.9	96.6	94.2	92.0
Teacher Loss:S2	-3.7	-3.6	-3.5	-3.4	-3.1	-3.1	-3.0	-3.0	-3.0	-3.0	-3.0	-2.9	-2.9
Retirement:S3	-0.7	-2.0	-2.0	-2.4	-0.8	-0.8	-3.2	-0.3	-3.3	-1.5	-2.2	-3.8	-3.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.2	-0.2	-0.2	-0.2	-0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	26.2	26.2	26.2	26.2	26.2	26.2	26.2	26.2	26.2	26.2	26.2	26.2	26.2
Non-teaching:S10	-5.2	-5.2	-5.2	-5.2	-5.2	-5.2	-5.2	-5.2	-5.2	-5.2	-5.2	-5.2	-5.2
Immigrants:S7+S11	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0
Experienced:S15	106.4	102.0	100.5	97.5	97.1	95.1	91.5	94.5	91.7	93.4	91.4	87.5	85.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	107.8	106.2	103.5	101.2	98.9	97.7	97.9	98.0	97.9	96.6	94.2	92.0	91.7
Changed Cond:D8	107.8	106.2	103.5	101.2	98.9	97.7	97.9	98.0	97.9	96.6	94.2	92.0	91.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	20.7	17.8	19.0	18.2	20.2	19.3	15.6	18.5	15.8	18.9	19.2	17.5	16.1

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBA14

New Brunswick Anglophone Senior High Teachers of Other Languages (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	1.9	1.8	1.8	1.8	1.7	1.7	1.7	1.7	1.7	1.7	1.6	1.6	1.6
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	-0.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	1.8	1.8	1.7	1.7	1.7	1.6	1.6	1.6	1.6	1.6	1.6	1.4	1.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1.8	1.8	1.8	1.7	1.7	1.7	1.7	1.7	1.7	1.6	1.6	1.6	1.6
Changed Cond:D8	1.8	1.8	1.8	1.7	1.7	1.7	1.7	1.7	1.7	1.6	1.6	1.6	1.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	-0.2

```
 _______________________ SUPPLY _________________________
* Inexperienced supply S14      Experienced Supply      *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5     *
*_______________________________________________________*

                         Minus

 _______________________ DEMAND _______________________
*                                                      *
*               Predicted Teacher FTE D5               *
*                        + or -                        *
*            Change in Need for Teachers D6 & D7       *
*______________________________________________________*

                         Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      *_______ *
```

Table NBA15

New Brunswick Anglophone Senior High Social Studies Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	158.3	153.7	151.5	147.5	144.3	141.1	139.3	139.5	139.8	139.7	137.7	134.3	131.2
Teacher Loss:S2	-5.2	-5.1	-5.0	-4.9	-4.5	-4.4	-4.3	-4.3	-4.3	-4.3	-4.3	-4.2	-4.1
Retirement:S3	-3.4	-0.5	-0.7	-0.8	-5.5	-4.5	-4.8	-2.9	-4.0	-5.4	-11.0	-6.8	-8.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.3	-0.3	-0.3	-0.3	-0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9	30.9
Non-teaching:S10	-6.2	-6.2	-6.2	-6.2	-6.2	-6.2	-6.2	-6.2	-6.2	-6.2	-6.2	-6.2	-6.2
Immigrants:S7+S11	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	26.3	26.3	26.3	26.3	26.3	26.3	26.3	26.3	26.3	26.3	26.3	26.3	26.3
Experienced:S15	149.4	147.8	145.5	141.6	134.1	132.2	130.2	132.3	131.4	129.9	122.4	123.4	118.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	153.7	151.5	147.5	144.3	141.1	139.3	139.5	139.8	139.7	137.7	134.3	131.2	130.7
Changed Cond:D8	153.7	151.5	147.5	144.3	141.1	139.3	139.5	139.8	139.7	137.7	134.3	131.2	130.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	21.9	22.6	24.2	23.5	19.3	19.1	16.9	18.8	18.1	18.5	14.3	18.5	14.3

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBA16

New Brunswick Anglophone Senior High Biology Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	65.8	63.8	62.9	61.3	59.9	58.6	57.9	58.0	58.1	58.0	57.2	55.8	54.5
Teacher Loss:S2	-2.2	-2.1	-2.1	-2.0	-1.9	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8	-1.7	-1.7
Retirement:S3	-0.5	-0.2	-2.4	-0.2	-0.2	-1.5	-3.0	-3.3	-0.2	-4.7	-2.1	-1.4	-2.3
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9
Non-teaching:S10	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4
Immigrants:S7+S11	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	6.2	6.2	6.2	6.2	6.2	6.2	6.2	6.2	6.2	6.2	6.2	6.2	6.2
Experienced:S15	63.0	61.4	58.3	58.9	57.8	55.3	53.1	52.9	56.1	51.5	53.3	52.7	50.5
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	63.8	62.9	61.3	59.9	58.6	57.9	58.0	58.1	58.0	57.2	55.8	54.5	54.3
Changed Cond:D8	63.8	62.9	61.3	59.9	58.6	57.9	58.0	58.1	58.0	57.2	55.8	54.5	54.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	5.3	4.7	3.2	5.1	5.3	3.6	1.3	1.0	4.2	0.5	3.7	4.4	2.4

```
  _______________________ SUPPLY ________________________
* Inexperienced supply S14         Experienced Supply   *
* S14=S9+S10+S11+S12+S13           S15= S1+S2+S3+S4+S5  *
* ______________________________________________________*

                          Minus

  _____________________ DEMAND _____________________
*                                                    *
*               Predicted Teacher FTE D5             *
*                       + or -                       *
*           Change in Need for Teachers D6 & D7      *
* ___________________________________________________*

                          Equals

                         _______
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * _______ *
```

Table NBA17

New Brunswick Anglophone Senior High Chemistry Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	66.8	64.8	63.9	62.2	60.9	59.5	58.8	58.8	58.9	58.9	58.1	56.6	55.3
Teacher Loss:S2	-2.2	-2.1	-2.1	-2.1	-1.9	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8	-1.7
Retirement:S3	0.0	-2.7	-1.4	-2.6	0.0	-1.8	-4.3	-2.0	-2.2	-1.6	-1.9	-1.7	-1.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9
Non-teaching:S10	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4
Immigrants:S7+S11	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	6.2	6.2	6.2	6.2	6.2	6.2	6.2	6.2	6.2	6.2	6.2	6.2	6.2
Experienced:S15	64.4	59.8	60.2	57.4	58.8	55.8	52.6	55.0	54.9	55.5	54.4	53.2	52.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	64.8	63.9	62.2	60.9	59.5	58.8	58.8	58.9	58.9	58.1	56.6	55.3	55.1
Changed Cond:D8	64.8	63.9	62.2	60.9	59.5	58.8	58.8	58.9	58.9	58.1	56.6	55.3	55.1
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	5.8	2.1	4.2	2.7	5.5	3.2	0.0	2.2	2.2	3.6	3.9	4.1	3.1

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBA18

New Brunswick Anglophone Senior High Physics Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	54.3	52.7	51.9	50.6	49.5	48.4	47.8	47.9	47.9	47.9	47.2	46.1	45.0
Teacher Loss:S2	-1.8	-1.7	-1.7	-1.7	-1.5	-1.5	-1.5	-1.5	-1.5	-1.5	-1.5	-1.4	-1.4
Retirement:S3	-1.0	-1.0	-0.9	-1.7	-3.1	-2.8	-1.1	-2.0	-0.6	-3.4	-1.7	-3.5	-1.6
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9
Non-teaching:S10	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4
Immigrants:S7+S11	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0
Experienced:S15	51.4	49.9	49.2	47.1	44.8	44.1	45.2	44.4	45.8	43.0	44.1	41.1	42.0
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	52.7	51.9	50.6	49.5	48.4	47.8	47.9	47.9	47.9	47.2	46.1	45.0	44.8
Changed Cond:D8	52.7	51.9	50.6	49.5	48.4	47.8	47.9	47.9	47.9	47.2	46.1	45.0	44.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	4.7	4.0	4.7	3.7	2.4	2.3	3.4	2.5	4.0	1.8	4.0	2.2	3.2

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14         Experienced Supply    *
* S14=S9+S10+S11+S12+S13           S15= S1+S2+S3+S4+S5   *
* _______________________________________________________*

                         Minus

 ______________________ DEMAND ______________________
*                                                       *
*               Predicted Teacher FTE D5                *
*                        + or -                         *
*          Change in Need for Teachers D6 & D7          *
* _______________________________________________________*

                         Equals
                         _______
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * _______ *
```

Table NBA19

New Brunswick Anglophone Senior High Teachers of Other Sciences (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	20.6	20.0	19.7	19.2	18.8	18.3	18.1	18.1	18.2	18.2	17.9	17.5	17.1
Teacher Loss:S2	-0.7	-0.7	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.5	-0.5
Retirement:S3	-0.6	-0.3	-0.8	-0.2	-0.7	-0.6	-0.8	-0.4	-0.8	-1.0	-0.5	-0.2	-0.7
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9
Non-teaching:S10	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
Experienced:S15	19.3	19.0	18.2	18.3	17.4	17.2	16.8	17.2	16.8	16.6	16.8	16.7	15.8
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	20.0	19.7	19.2	18.8	18.3	18.1	18.1	18.2	18.2	17.9	17.5	17.1	17.0
Changed Cond:D8	20.0	19.7	19.2	18.8	18.3	18.1	18.1	18.2	18.2	17.9	17.5	17.1	17.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	5.0	5.0	4.7	5.3	4.8	4.8	4.3	4.7	4.4	4.4	5.1	5.4	4.5

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBA20

New Brunswick Anglophone Senior High Physical/Health Education Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	76.7	74.4	73.3	71.4	69.9	68.3	67.5	67.6	67.7	67.6	66.7	65.0	63.5
Teacher Loss:S2	-2.5	-2.5	-2.4	-2.4	-2.2	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.0	-2.0
Retirement:S3	0.0	-0.8	-1.5	-1.8	-2.0	-1.2	0.0	-0.3	-0.4	-0.6	-5.5	-3.1	-3.7
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.2	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	34.5	34.5	34.5	34.5	34.5	34.5	34.5	34.5	34.5	34.5	34.5	34.5	34.5
Non-teaching:S10	-6.9	-6.9	-6.9	-6.9	-6.9	-6.9	-6.9	-6.9	-6.9	-6.9	-6.9	-6.9	-6.9
Immigrants:S7+S11	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3
Experienced:S15	74.0	71.0	69.3	67.1	65.6	65.0	65.4	65.2	65.2	64.9	59.1	59.9	57.8
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	74.4	73.3	71.4	69.9	68.3	67.5	67.6	67.7	67.6	66.7	65.0	63.5	63.3
Changed Cond:D8	74.4	73.3	71.4	69.9	68.3	67.5	67.6	67.7	67.6	66.7	65.0	63.5	63.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	27.9	26.0	26.2	25.6	25.6	25.8	26.1	25.8	25.9	26.6	22.4	24.8	22.9

```
 ________________________ SUPPLY _________________________
* Inexperienced supply S14          Experienced Supply      *
* S14=S9+S10+S11+S12+S13            S15= S1+S2+S3+S4+S5     *
* _________________________________________________________ *

                          Minus

 ________________________ DEMAND _______________________
*                                                        *
*                 Predicted Teacher FTE D5               *
*                         + or -                         *
*             Change in Need for Teachers D6 & D7        *
* ______________________________________________________ *

                          Equals

                         ________
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * ________*
```

Table NBA21

New Brunswick Anglophone Senior High Business Education Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	126.5	122.8	121.0	117.9	115.3	112.7	111.3	111.5	111.7	111.6	110.0	107.3	104.8
Teacher Loss:S2	-4.2	-4.1	-4.0	-3.9	-3.6	-3.5	-3.5	-3.5	-3.5	-3.5	-3.4	-3.3	-3.2
Retirement:S3	-2.8	-0.2	-1.7	-1.8	-2.6	-2.1	-2.2	-5.7	-7.4	-5.2	-2.8	-4.2	-6.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.3	-0.2	-0.2	-0.2	-0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6
Non-teaching:S10	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5
Immigrants:S7+S11	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	19.3	19.3	19.3	19.3	19.3	19.3	19.3	19.3	19.3	19.3	19.3	19.3	19.3
Experienced:S15	119.3	118.3	115.1	112.0	108.9	107.1	105.7	102.3	100.8	102.9	103.8	99.8	95.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	122.8	121.0	117.9	115.3	112.7	111.3	111.5	111.7	111.6	110.0	107.3	104.8	104.4
Changed Cond:D8	122.8	121.0	117.9	115.3	112.7	111.3	111.5	111.7	111.6	110.0	107.3	104.8	104.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	15.8	16.6	16.5	15.9	15.5	15.1	13.5	10.0	8.5	12.2	15.8	14.3	10.0

SUPPLY

Inexperienced supply S14
S14=S9+S10+S11+S12+S13

Experienced Supply
S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBA22

New Brunswick Anglophone Senior High Art Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Experienced:S15	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Changed Cond:D8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBA23

New Brunswick Anglophone Senior High Drama/Fine Arts Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	20.8	20.2	19.9	19.4	19.0	18.5	18.3	18.3	18.4	18.4	18.1	17.7	17.2
Teacher Loss:S2	-0.7	-0.7	-0.7	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.5	-0.5
Retirement:S3	0.0	0.0	0.0	-0.2	-1.7	0.0	-0.2	-0.8	-0.6	-0.6	-0.3	-1.0	-2.1
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Experienced:S15	20.1	19.5	19.2	18.5	16.6	18.0	17.5	17.0	17.2	17.2	17.2	16.1	14.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	20.2	19.9	19.4	19.0	18.5	18.3	18.3	18.4	18.4	18.1	17.7	17.2	17.2
Changed Cond:D8	20.2	19.9	19.4	19.0	18.5	18.3	18.3	18.4	18.4	18.1	17.7	17.2	17.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.1	-0.2	0.0	-0.3	-1.7	-0.1	-0.6	-1.2	-1.0	-0.7	-0.2	-0.9	-2.4

```
 _______________________ SUPPLY _______________________
* Inexperienced supply S14        Experienced Supply    *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5   *
* ______________________________________________________*

                         Minus

 _______________________ DEMAND _______________________
*                                                       *
*                 Predicted Teacher FTE D5              *
*                         + or -                        *
*            Change in Need for Teachers D6 & D7        *
* ______________________________________________________*

                         Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NBA24

New Brunswick Anglophone Senior High Music Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	11.3	11.0	10.9	10.6	10.3	10.1	10.0	10.0	10.0	10.0	9.9	9.6	9.4
Teacher Loss:S2	-0.4	-0.4	-0.4	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	-0.7	0.0	0.0	-0.2	-0.5	-1.4	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	10.7	10.7	10.7	10.7	10.7	10.7	10.7	10.7	10.7	10.7	10.7	10.7	10.7
Non-teaching:S10	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7	8.7
Experienced:S15	11.0	10.6	10.5	10.2	10.0	9.8	9.0	9.7	9.7	9.5	9.1	7.9	9.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	11.0	10.9	10.6	10.3	10.1	10.0	10.0	10.0	10.0	9.9	9.6	9.4	9.4
Changed Cond:D8	11.0	10.9	10.6	10.3	10.1	10.0	10.0	10.0	10.0	9.9	9.6	9.4	9.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	8.6	8.4	8.6	8.5	8.6	8.5	7.6	8.3	8.4	8.3	8.1	7.2	8.4

SUPPLY

Inexperienced supply S14
S14=S9+S10+S11+S12+S13

Experienced Supply
S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBA25

New Brunswick Anglophone Senior High Industrial Arts/Education Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	133.5	129.6	127.7	124.4	121.7	118.9	117.5	117.7	117.9	117.8	116.1	113.3	110.6
Teacher Loss:S2	-4.4	-4.3	-4.2	-4.1	-3.8	-3.7	-3.6	-3.6	-3.7	-3.7	-3.6	-3.5	-3.4
Retirement:S3	-6.2	-1.5	-3.0	-4.0	-2.0	-6.4	-8.4	-4.7	-5.8	-8.3	-10.1	-2.8	-3.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.3	-0.3	-0.3	-0.2	-0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3
Non-teaching:S10	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7
Immigrants:S7+S11	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Experienced:S15	122.6	123.6	120.3	116.1	115.7	108.9	105.5	109.3	108.4	105.8	102.4	107.0	104.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	129.6	127.7	124.4	121.7	118.9	117.5	117.7	117.9	117.8	116.1	113.3	110.6	110.2
Changed Cond:D8	129.6	127.7	124.4	121.7	118.9	117.5	117.7	117.9	117.8	116.1	113.3	110.6	110.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	1.0	3.8	3.8	2.3	4.7	-0.7	-4.3	-0.6	-1.4	-2.3	-2.9	4.3	1.9

```
 ______________________ SUPPLY ________________________
* Inexperienced supply S14        Experienced Supply    *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5   *
* _____________________________________________________ *

                         Minus

 ______________________ DEMAND _______________________
*                                                     *
*                Predicted Teacher FTE D5             *
*                        + or -                       *
*           Change in Need for Teachers D6 & D7       *
* ___________________________________________________ *

                         Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NBA26

New Brunswick Anglophone Senior High Home Economics Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	39.2	38.0	37.5	36.5	35.7	34.9	34.5	34.5	34.6	34.5	34.1	33.2	32.4
Teacher Loss:S2	-1.3	-1.3	-1.2	-1.2	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.0	-1.0
Retirement:S3	-1.4	-0.3	-0.4	-0.8	-0.5	-3.3	0.0	-0.4	-1.7	-1.2	-3.3	-2.0	-2.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	17.8	17.8	17.8	17.8	17.8	17.8	17.8	17.8	17.8	17.8	17.8	17.8	17.8
Non-teaching:S10	-3.5	-3.6	-3.6	-3.6	-3.6	-3.6	-3.6	-3.6	-3.6	-3.6	-3.6	-3.6	-3.6
Immigrants:S7+S11	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	14.6	14.6	14.6	14.6	14.6	14.6	14.6	14.6	14.6	14.6	14.6	14.6	14.6
Experienced:S15	36.4	36.4	35.8	34.4	34.0	30.5	33.4	33.0	31.8	32.3	29.7	30.2	29.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	38.0	37.5	36.5	35.7	34.9	34.5	34.5	34.6	34.5	34.1	33.2	32.4	32.3
Changed Cond:D8	38.0	37.5	36.5	35.7	34.9	34.5	34.5	34.6	34.5	34.1	33.2	32.4	32.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	13.0	13.6	13.9	13.4	13.8	10.7	13.5	13.1	11.9	12.9	11.1	12.4	11.6

```
  ______________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply    *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5   *
* ______________________________________________________*

                        Minus

  ______________________ DEMAND ____________________
*                                                   *
*              Predicted Teacher FTE D5             *
*                      + or -                       *
*       Change in Need for Teachers D6 & D7         *
* __________________________________________________*

                        Equals

                       _______
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NBA27

New Brunswick Anglophone Senior High Special Education Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8
Teacher Loss:S2	-1.7	-1.7	-1.7	-1.7	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6
Retirement:S3	-2.2	-1.4	-1.7	-3.0	-1.0	-2.1	-0.6	-4.0	-1.4	-2.9	-2.0	-2.6	-1.1
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	14.3	14.3	14.3	14.3	14.3	14.3	14.3	14.3	14.3	14.3	14.3	14.3	14.3
Non-teaching:S10	-2.9	-2.9	-2.9	-2.9	-2.9	-2.9	-2.9	-2.9	-2.9	-2.9	-2.9	-2.9	-2.9
Immigrants:S7+S11	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	11.9	11.9	11.9	11.9	11.9	11.9	11.9	11.9	11.9	11.9	11.9	11.9	11.9
Experienced:S15	47.7	48.5	48.2	46.9	49.0	48.0	49.5	46.1	48.7	47.2	48.1	47.5	49.0
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8
Changed Cond:D8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8	51.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	7.9	8.7	8.4	7.1	9.2	8.2	9.7	6.3	8.9	7.4	8.3	7.7	9.2

```
 _____________________ SUPPLY ______________________
* Inexperienced supply S14       Experienced Supply    *
* S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5   *
*______________________________________________________*

                         Minus

 _____________________ DEMAND _____________________
*                                                   *
*              Predicted Teacher FTE D5             *
*                       + or -                      *
*          Change in Need for Teachers D6 & D7      *
*___________________________________________________*

                         Equals
                         _______
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * _______ *
```

Table NBA28

New Brunswick Anglophone Senior High Teachers of Other Subjects (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	40.3	39.1	38.5	37.5	36.7	35.9	35.4	35.5	35.6	35.5	35.0	34.2	33.4
Teacher Loss:S2	-1.3	-1.3	-1.3	-1.2	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.0
Retirement:S3	-0.6	-0.2	-0.8	-1.8	-0.2	-1.1	-1.7	-1.5	-1.4	-0.5	-1.3	-1.6	-0.8
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Experienced:S15	38.3	37.5	36.4	34.4	35.3	33.7	32.6	32.9	33.1	33.9	32.6	31.5	31.5
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	39.1	38.5	37.5	36.7	35.9	35.4	35.5	35.6	35.5	35.0	34.2	33.4	33.2
Changed Cond:D8	39.1	38.5	37.5	36.7	35.9	35.4	35.5	35.6	35.5	35.0	34.2	33.4	33.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.4	-0.6	-0.8	-1.9	-0.2	-1.4	-2.5	-2.3	-2.1	-0.7	-1.1	-1.5	-1.3

```
  _______________________ SUPPLY _______________________
* Inexperienced supply S14         Experienced Supply    *
* S14=S9+S10+S11+S12+S13           S15= S1+S2+S3+S4+S5   *
* ______________________________________________________ *

                         Minus

  _______________________ DEMAND _____________________
*                                                      *
*                Predicted Teacher FTE D5              *
*                         + or -                       *
*           Change in Need for Teachers D6 & D7        *
* ____________________________________________________ *

                         Equals

                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * ________*
```

Table NBA29

New Brunswick Anglophone Senior High Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	32.3	31.3	30.9	30.1	29.4	28.7	28.4	28.4	28.5	28.5	28.1	27.4	26.7
Teacher Loss:S2	-1.1	-1.0	-1.0	-1.0	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9	-0.8	-0.8
Retirement:S3	-1.8	-2.1	-1.4	-2.0	-1.3	-1.2	-1.3	-0.3	-2.0	-0.9	-0.3	0.0	-1.3
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Experienced:S15	29.3	28.1	28.4	27.0	27.1	26.7	26.2	27.3	25.6	26.7	26.9	26.5	24.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	31.3	30.9	30.1	29.4	28.7	28.4	28.4	28.5	28.5	28.1	27.4	26.7	26.6
Changed Cond:D8	31.3	30.9	30.1	29.4	28.7	28.4	28.4	28.5	28.5	28.1	27.4	26.7	26.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-1.7	-2.4	-1.4	-2.1	-1.3	-1.4	-1.3	-0.9	-2.5	-1.1	-0.2	0.1	-1.7

```
 ______________________ SUPPLY _____________________
* Inexperienced supply S14        Experienced Supply      *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5     *
* _______________________________________________________ *

                          Minus

 ____________________ DEMAND ____________________
*                                                 *
*               Predicted Teacher FTE D5          *
*                       + or -                    *
*         Change in Need for Teachers D6 & D7     *
* _______________________________________________ *

                         Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

APPENDIX O (a)

Table NBA30

New Brunswick Anglophone Senior High Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	37.7	36.6	36.1	35.1	34.4	33.6	33.2	33.2	33.3	33.3	32.8	32.0	31.2
Teacher Loss:S2	-1.2	-1.2	-1.2	-1.2	-1.1	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0
Retirement:S3	-1.0	-3.0	-1.3	-0.9	-1.0	-1.4	-3.5	-1.7	-2.1	-2.8	-0.7	0.0	-1.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Experienced:S15	35.4	32.3	33.5	33.0	32.2	31.2	28.7	30.5	30.2	29.4	31.1	31.0	29.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	36.6	36.1	35.1	34.4	33.6	33.2	33.2	33.3	33.3	32.8	32.0	31.2	31.1
Changed Cond:D8	36.6	36.1	35.1	34.4	33.6	33.2	33.2	33.3	33.3	32.8	32.0	31.2	31.1
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.9	-3.4	-1.3	-1.0	-1.0	-1.7	-4.2	-2.4	-2.7	-3.0	-0.6	0.1	-1.7

```
  _______________________ SUPPLY _______________________
* Inexperienced supply S14         Experienced Supply    *
* S14=S9+S10+S11+S12+S13           S15= S1+S2+S3+S4+S5   *
* ______________________________________________________ *

                         Minus

  _______________________ DEMAND _____________________
*                                                      *
*              Predicted Teacher FTE D5                *
*                       + or -                         *
*          Change in Need for Teachers D6 & D7         *
* ____________________________________________________ *

                         Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NBA31

New Brunswick Anglophone Senior High Guidance Counselors (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	49.6	51.5	47.6	43.1	42.2	41.2	40.7	40.8	40.9	40.8	40.2	39.3	38.3
Teacher Loss:S2	-1.6	-1.7	-1.6	-1.4	-1.3	-1.3	-1.3	-1.3	-1.3	-1.3	-1.2	-1.2	-1.2
Retirement:S3	-1.5	-0.5	-1.0	0.0	0.0	-1.6	-1.8	-1.0	-1.7	-2.0	-1.2	-2.2	-3.8
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Experienced:S15	46.3	49.2	44.9	41.6	40.8	38.4	37.7	38.5	37.9	37.6	37.8	35.9	33.4
CHANGE													
Curr change:D6	6.6	3.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	44.9	44.3	43.1	42.2	41.2	40.7	40.8	40.9	40.8	40.2	39.3	38.3	38.2
Changed Cond:D8	51.5	47.6	43.1	42.2	41.2	40.7	40.8	40.9	40.8	40.2	39.3	38.3	38.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-4.7	2.2	2.3	-0.1	0.1	-1.9	-2.6	-1.8	-2.4	-2.2	-1.0	-2.0	-4.3

```
 ______________________ SUPPLY ________________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
* ______________________________________________________*

                         Minus

 ______________________ DEMAND ______________________
*                                                    *
*              Predicted Teacher FTE D5              *
*                       + or -                       *
*         Change in Need for Teachers D6 & D7        *
* __________________________________________________*

                         Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______*
```

Table NBA32

New Brunswick Anglophone Senior High Librarians (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	13.6	13.2	13.0	12.6	12.4	12.1	11.9	12.0	12.0	12.0	11.8	11.5	11.2
Teacher Loss:S2	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.3
Retirement:S3	0.0	-0.7	0.0	0.0	-1.0	0.0	0.0	-1.0	-0.7	-0.7	0.0	0.0	-1.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	13.1	12.0	12.5	12.2	11.0	11.7	11.6	10.6	10.9	10.9	11.4	11.2	9.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	13.2	13.0	12.6	12.4	12.1	11.9	12.0	12.0	12.0	11.8	11.5	11.2	11.2
Changed Cond:D8	13.2	13.0	12.6	12.4	12.1	11.9	12.0	12.0	12.0	11.8	11.5	11.2	11.2
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.1	-0.8	0.0	0.0	-1.0	-0.1	-0.3	-1.3	-0.9	-0.8	0.1	0.0	-1.2

```
        _______________________ SUPPLY _______________________
      * Inexperienced supply S14        Experienced Supply     *
      * S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
      * _____________________________________________________ *

                               Minus

        _______________________ DEMAND _____________________
      *                                                     *
      *                Predicted Teacher FTE D5             *
      *                         + or -                      *
      *           Change in Need for Teachers D6 & D7       *
      * ___________________________________________________ *

                               Equals

                             _______
                           * SURPLUS *
                           *   OR    *
                           * SHORTAGE*
                           * _______ *
```

Table NBA33

New Brunswick Anglophone Senior High Other Instructional Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	34.4	33.4	32.9	32.0	31.3	30.6	30.3	30.3	30.4	30.3	29.9	29.2	28.5
Teacher Loss:S2	-1.1	-1.1	-1.1	-1.1	-1.0	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9
Retirement:S3	0.0	-1.8	-0.3	-0.3	-0.3	0.0	-1.8	-0.5	-2.0	0.0	-0.3	-1.0	-1.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Experienced:S15	33.2	30.4	31.4	30.6	30.0	29.7	27.5	28.9	27.4	29.4	28.7	27.3	26.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	33.4	32.9	32.0	31.3	30.6	30.3	30.3	30.4	30.3	29.9	29.2	28.5	28.4
Changed Cond:D8	33.4	32.9	32.0	31.3	30.6	30.3	30.3	30.4	30.3	29.9	29.2	28.5	28.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.1	-2.1	-0.3	-0.4	-0.3	-0.2	-2.5	-1.2	-2.6	-0.2	-0.2	-0.9	-1.4

```
 ________________________ SUPPLY _________________________
* Inexperienced supply S14        Experienced Supply      *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5     *
* ________________________________________________________*

                          Minus

 ________________________ DEMAND ________________________
*                                                        *
*                 Predicted Teacher FTE D5               *
*                          + or -                        *
*            Change in Need for Teachers D6 & D7         *
* _______________________________________________________*

                          Equals

                         _______
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * _______ *
```

Table NBF1

New Brunswick Elementary Regular Francophone Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	1107.4	1100.3	1077.4	1063.5	1056.7	1043.2	1029.1	1019.0	1012.6	1007.7	996.0	988.3	981.2
Teacher Loss:S2	-36.5	-36.3	-35.6	-35.1	-34.9	-32.3	-31.9	-31.6	-31.4	-31.2	-30.9	-30.6	-30.4
Retirement:S3	-27.6	-34.1	-49.3	-53.4	-42.3	-40.7	-28.4	-32.4	-35.0	-31.6	-47.4	-64.4	-69.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-2.2	-2.2	-2.2	-2.1	-2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	58.0	60.0	62.0	65.0	70.0	65.0	60.0	60.0	60.0	60.0	60.0	60.0	60.0
Non-teaching:S10	-11.6	-12.0	-12.4	-13.0	-14.0	-13.0	-12.0	-12.0	-12.0	-12.0	-12.0	-12.0	-12.0
Immigrants:S7+S11	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	57.4	59.0	60.6	63.0	67.0	63.0	59.0	59.0	59.0	59.0	59.0	59.0	59.0
Experienced:S15	1041.1	1027.6	990.4	972.9	977.4	970.2	968.8	955.0	946.2	944.8	917.8	893.3	881.2
CHANGE													
Curr change:D6	11.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1089.1	1077.4	1063.5	1056.7	1043.2	1029.1	1019.0	1012.6	1007.7	996.0	988.3	981.2	971.9
Changed Cond:D8	1100.3	1077.4	1063.5	1056.7	1043.2	1029.1	1019.0	1012.6	1007.7	996.0	988.3	981.2	971.9
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-1.8	9.2	-12.5	-20.8	1.2	4.1	8.8	1.4	-2.5	7.8	-11.6	-28.9	-31.7

```
 ______________________ SUPPLY _________________________
* Inexperienced supply S14          Experienced Supply    *
* S14=S9+S10+S11+S12+S13            S15= S1+S2+S3+S4+S5   *
* _______________________________________________________ *

                         Minus

 ______________________ DEMAND _________________________
*                                                         *
*                Predicted Teacher FTE D5                 *
*                         + or -                          *
*          Change in Need for Teachers D6 & D7            *
* _______________________________________________________ *

                         Equals
                        ________
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * ________ *
```

Table NBF2

New Brunswick Elementary Other Francophone Teachrs (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	98.6	108.5	96.7	84.8	84.2	83.1	82.0	81.2	80.7	80.3	79.4	78.8	78.2
Teacher Loss:S2	-3.3	-3.6	-3.2	-2.8	-2.8	-2.6	-2.5	-2.5	-2.5	-2.5	-2.5	-2.4	-2.4
Retirement:S3	-0.6	-1.2	-1.7	-1.3	-0.1	0.0	-0.5	-1.7	-0.1	-1.9	-2.8	-3.0	-2.3
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.2	-0.2	-0.2	-0.2	-0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
Experienced:S15	94.6	103.5	91.6	80.5	81.2	80.6	79.0	77.0	78.1	75.9	74.1	73.3	73.5
CHANGE													
Curr change:D6	21.7	10.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	86.8	85.9	84.8	84.2	83.1	82.0	81.2	80.7	80.3	79.4	78.8	78.2	77.5
Changed Cond:D8	108.5	96.7	84.8	84.2	83.1	82.0	81.2	80.7	80.3	79.4	78.8	78.2	77.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-12.8	7.9	7.9	-2.6	-0.9	-0.4	-1.2	-2.6	-1.1	-2.4	-3.6	-3.8	-2.9

```
  _______________________ SUPPLY ________________________
* Inexperienced supply S14         Experienced Supply    *
* S14=S9+S10+S11+S12+S13           S15= S1+S2+S3+S4+S5   *
* _______________________________________________________*

                         Minus

  _______________________ DEMAND _______________________
*                                                       *
*               Predicted Teacher FTE D5                *
*                        + or -                         *
*            Change in Need for Teachers D6 & D7        *
* ______________________________________________________*

                         Equals

                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * ________*
```

Table NBF3

New Brunswick Francophone Elementary Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	44.7	44.2	43.7	43.1	42.9	42.3	41.7	41.3	41.1	40.9	40.4	40.1	39.8
Teacher Loss:S2	-1.5	-1.5	-1.4	-1.4	-1.4	-1.3	-1.3	-1.3	-1.3	-1.3	-1.3	-1.2	-1.2
Retirement:S3	-0.8	-2.8	-4.7	-2.2	-2.8	-1.3	-2.6	-1.1	-1.5	-1.1	-3.0	-5.1	-1.6
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Experienced:S15	42.3	39.8	37.5	39.4	38.6	39.7	37.8	38.9	38.3	38.5	36.1	33.7	37.0
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	44.2	43.7	43.1	42.9	42.3	41.7	41.3	41.1	40.9	40.4	40.1	39.8	39.4
Changed Cond:D8	44.2	43.7	43.1	42.9	42.3	41.7	41.3	41.1	40.9	40.4	40.1	39.8	39.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-1.4	-3.4	-5.2	-3.0	-3.3	-1.6	-3.0	-1.7	-2.1	-1.5	-3.5	-5.6	-2.0

```
 ________________________ SUPPLY ________________________
* Inexperienced supply S14         Experienced Supply      *
* S14=S9+S10+S11+S12+S13           S15= S1+S2+S3+S4+S5      *
* _______________________________________________________ *

                           Minus

 ________________________ DEMAND ________________________
*                                                          *
*                 Predicted Teacher FTE D5                 *
*                          + or -                          *
*             Change in Need for Teachers D6 & D7          *
* _______________________________________________________ *

                           Equals

                          _______
                        * SURPLUS *
                        *   OR    *
                        * SHORTAGE*
                        * _______ *
```

Table NBF4

New Brunswick Francophone Elementary Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	13.6	13.4	13.3	13.1	13.0	12.9	12.7	12.6	12.5	12.4	12.3	12.2	12.1
Teacher Loss:S2	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4
Retirement:S3	-1.0	0.0	-0.6	-0.3	-0.3	-0.9	0.0	-0.7	-1.0	-1.2	-0.5	-1.0	-1.1
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	12.1	13.0	12.2	12.4	12.3	11.6	12.3	11.5	11.1	10.8	11.4	10.8	10.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	13.4	13.3	13.1	13.0	12.9	12.7	12.6	12.5	12.4	12.3	12.2	12.1	12.0
Changed Cond:D8	13.4	13.3	13.1	13.0	12.9	12.7	12.6	12.5	12.4	12.3	12.2	12.1	12.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-1.2	-0.2	-0.8	-0.5	-0.5	-1.0	-0.1	-0.9	-1.2	-1.3	-0.7	-1.2	-1.2

```
           _______________________ SUPPLY ________________________
         * Inexperienced supply S14         Experienced Supply      *
         * S14=S9+S10+S11+S12+S13           S15= S1+S2+S3+S4+S5     *
         * _______________________________________________________  *

                                 Minus

           _______________________ DEMAND ______________________
         *                                                        *
         *                  Predicted Teacher FTE D5              *
         *                           + or -                       *
         *            Change in Need for Teachers D6 & D7         *
         * ______________________________________________________ *

                                 Equals
                               ________
                             * SURPLUS *
                             *   OR    *
                             * SHORTAGE*
                             * _______ *
```

Table NBF6

New Brunswick Francophone Junior High Regular Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	561.0	552.6	531.2	523.0	516.7	515.4	513.7	509.7	499.5	487.8	486.1	483.5	481.2
Teacher Loss:S2	-18.5	-18.2	-17.5	-17.3	-17.0	-16.0	-15.9	-15.8	-15.5	-15.1	-15.1	-15.0	-14.9
Retirement:S3	-5.4	-11.6	-8.6	-15.0	-16.3	-13.5	-14.1	-12.4	-19.8	-27.4	-25.7	-30.7	-27.7
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-1.1	-1.1	-1.1	-1.0	-1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
Experienced:S15	536.0	521.6	504.0	489.7	482.3	485.9	483.7	481.5	464.3	445.3	445.3	437.8	438.6
CHANGE													
Curr change:D6	5.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	547.0	531.2	523.0	516.7	515.4	513.7	509.7	499.5	487.8	486.1	483.5	481.2	474.4
Changed Cond:D8	552.6	531.2	523.0	516.7	515.4	513.7	509.7	499.5	487.8	486.1	483.5	481.2	474.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-11.1	-4.1	-13.5	-21.4	-27.6	-22.3	-20.5	-12.5	-18.0	-35.3	-32.6	-37.8	-30.3

```
  _______________________ SUPPLY ________________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
* _______________________________________________________*

                         Minus

  _______________________ DEMAND _____________________
*                                                       *
*              Predicted Teacher FTE D5                 *
*                     + or -                            *
*          Change in Need for Teachers D6 & D7          *
* ______________________________________________________*

                        Equals

                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * ________*
```

Table NBF7

New Brunswick Francophone Junior High Other Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	83.9	87.6	80.1	73.5	72.6	72.5	72.2	71.7	70.2	68.6	68.3	68.0	67.6
Teacher Loss:S2	-2.8	-2.9	-2.6	-2.4	-2.4	-2.2	-2.2	-2.2	-2.2	-2.1	-2.1	-2.1	-2.1
Retirement:S3	-1.6	-1.3	-1.0	-2.2	-0.4	-1.6	-1.3	-1.5	0.0	-2.7	-1.5	-1.9	-2.3
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.2	-0.2	-0.2	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Experienced:S15	79.3	83.2	76.3	68.8	69.7	68.6	68.7	67.9	68.0	63.8	64.7	64.0	63.2
CHANGE													
Curr change:D6	10.7	5.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	76.9	74.7	73.5	72.6	72.5	72.2	71.7	70.2	68.6	68.3	68.0	67.6	66.7
Changed Cond:D8	87.6	80.1	73.5	72.6	72.5	72.2	71.7	70.2	68.6	68.3	68.0	67.6	66.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-7.4	4.0	3.6	-3.0	-1.9	-2.7	-2.1	-1.4	0.3	-3.7	-2.4	-2.8	-2.6

```
 _______________________ SUPPLY _______________________
* Inexperienced supply S14        Experienced Supply    *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5   *
* _____________________________________________________ *

                         Minus

 _______________________ DEMAND _______________________
*                                                      *
*               Predicted Teacher FTE D5               *
*                        + or -                        *
*           Change in Need for Teachers D6 & D7        *
* ____________________________________________________ *

                        Equals

                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * ________*
```

Table NBF8

New Brunswick Francophone Junior High Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	29.0	28.4	27.6	27.1	26.8	26.7	26.7	26.4	25.9	25.3	25.2	25.1	25.0
Teacher Loss:S2	-1.0	-0.9	-0.9	-0.9	-0.9	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8
Retirement:S3	-1.1	0.0	-3.5	-0.4	-2.2	-1.2	-2.3	-0.3	-1.7	-1.4	-2.5	-3.6	-1.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Experienced:S15	26.8	27.4	23.1	25.8	23.7	24.7	23.5	25.3	23.4	23.1	21.9	20.7	22.8
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	28.4	27.6	27.1	26.8	26.7	26.7	26.4	25.9	25.3	25.2	25.1	25.0	24.6
Changed Cond:D8	28.4	27.6	27.1	26.8	26.7	26.7	26.4	25.9	25.3	25.2	25.1	25.0	24.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-1.2	0.1	-3.8	-0.7	-2.8	-1.7	-2.6	-0.3	-1.6	-1.8	-2.9	-4.0	-1.5

```
  ______________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply   *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5  *
* ____________________________________________________ *

                         Minus

  ______________________ DEMAND ____________________
*                                                    *
*               Predicted Teacher FTE D5             *
*                        + or -                      *
*          Change in Need for Teachers D6 & D7       *
* __________________________________________________ *

                        Equals

                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NBF9

New Brunswick Francophone Junior High Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	15.9	15.6	15.2	14.9	14.8	14.7	14.7	14.6	14.3	13.9	13.9	13.8	13.7
Teacher Loss:S2	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.4	-0.4	-0.4	-0.4	-0.4
Retirement:S3	-0.2	0.0	-0.4	-0.7	0.0	-0.4	0.0	-0.3	-1.8	-1.5	-1.2	-1.4	-0.7
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Experienced:S15	15.2	15.1	14.2	13.7	14.2	13.9	14.2	13.8	12.0	12.0	12.3	12.0	12.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	15.6	15.2	14.9	14.8	14.7	14.7	14.6	14.3	13.9	13.9	13.8	13.7	13.6
Changed Cond:D8	15.6	15.2	14.9	14.8	14.7	14.7	14.6	14.3	13.9	13.9	13.8	13.7	13.6
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.3	0.1	-0.5	-0.9	-0.3	-0.7	-0.2	-0.3	-1.8	-1.7	-1.4	-1.6	-0.8

SUPPLY

Inexperienced supply S14 — Experienced Supply

S14=S9+S10+S11+S12+S13 — S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5

+ or -

Change in Need for Teachers D6 & D7

Equals

SURPLUS

OR

SHORTAGE

Table NBF11

New Brunswick Francophone Senior High Math Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	89.6	91.1	90.7	89.3	87.6	85.2	83.9	82.7	82.7	82.4	81.8	80.1	78.2
Teacher Loss:S2	-3.0	-3.0	-3.0	-2.9	-2.9	-2.6	-2.6	-2.6	-2.6	-2.6	-2.5	-2.5	-2.4
Retirement:S3	-3.6	-3.0	-2.2	-3.8	-1.0	-3.6	-0.7	-0.8	-5.8	-3.2	-4.3	-8.6	-8.8
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.2	-0.2	-0.2	-0.2	-0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	8.0	9.0	9.0	10.0	10.0	10.0	9.0	8.0	8.0	8.0	8.0	8.0	8.0
Non-teaching:S10	-1.6	-1.8	-1.8	-2.0	-2.0	-2.0	-1.8	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6
Immigrants:S7+S11	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	7.3	8.1	8.1	8.9	8.9	8.9	8.1	7.3	7.3	7.3	7.3	7.3	7.3
Experienced:S15	82.8	84.9	85.4	82.4	83.6	79.0	80.6	79.4	74.4	76.7	74.9	69.0	67.0
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	91.1	90.7	89.3	87.6	85.2	83.9	82.7	82.7	82.4	81.8	80.1	78.2	78.0
Changed Cond:D8	91.1	90.7	89.3	87.6	85.2	83.9	82.7	82.7	82.4	81.8	80.1	78.2	78.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.9	2.3	4.2	3.7	7.2	4.0	6.0	4.0	-0.8	2.2	2.2	-1.9	-3.6

```
  ______________________ SUPPLY ________________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
* _______________________________________________________*

                         Minus

  ______________________ DEMAND ______________________
*                                                      *
*              Predicted Teacher FTE D5                *
*                       + or -                         *
*         Change in Need for Teachers D6 & D7          *
* ____________________________________________________ *

                         Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NBF12

New Brunswick Francophone Senior High English Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	59.3	60.3	60.0	59.1	58.0	56.4	55.5	54.7	54.7	54.6	54.1	53.0	51.7
Teacher Loss:S2	-2.0	-2.0	-2.0	-1.9	-1.9	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.6	-1.6
Retirement:S3	-1.3	-2.0	0.0	-1.6	-0.4	-1.0	-1.2	-1.0	-2.6	0.0	-5.0	-8.0	-5.1
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	7.0	7.0	7.0	8.0	8.0	8.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0
Non-teaching:S10	-1.4	-1.4	-1.4	-1.6	-1.6	-1.6	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4
Immigrants:S7+S11	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	6.2	6.2	6.2	7.0	7.0	7.0	6.2	6.2	6.2	6.2	6.2	6.2	6.2
Experienced:S15	55.9	56.1	57.9	55.4	55.5	53.6	52.6	52.0	50.4	52.8	47.4	43.3	45.0
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	60.3	60.0	59.1	58.0	56.4	55.5	54.7	54.7	54.5	54.1	53.0	51.7	51.6
Changed Cond:D8	60.3	60.0	59.1	58.0	56.4	55.5	54.7	54.7	54.5	54.1	53.0	51.7	51.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	1.8	2.3	5.0	4.4	6.2	5.1	4.0	3.5	2.1	4.9	0.6	-2.2	-0.3

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBF13

New Brunswick Francophone Senior High French Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	86.1	87.6	87.3	85.9	84.3	82.0	80.7	79.6	79.5	79.3	78.6	77.0	75.2
Teacher Loss:S2	-2.8	-2.9	-2.9	-2.8	-2.8	-2.5	-2.5	-2.5	-2.5	-2.5	-2.4	-2.4	-2.3
Retirement:S3	-1.0	-1.0	-0.4	-1.3	0.0	-0.2	-2.6	-4.0	-6.2	-7.4	-3.2	-4.3	-7.1
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.2	-0.2	-0.2	-0.2	-0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	20.0	21.0	21.0	23.0	24.0	23.0	21.0	20.0	20.0	20.0	20.0	20.0	20.0
Non-teaching:S10	-4.0	-4.2	-4.2	-4.6	-4.8	-4.6	-4.2	-4.0	-4.0	-4.0	-4.0	-4.0	-4.0
Immigrants:S7+S11	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	16.9	17.7	17.7	19.3	20.1	19.3	17.7	16.9	16.9	16.9	16.9	16.9	16.9
Experienced:S15	82.1	83.5	83.8	81.6	81.3	79.2	75.6	73.1	70.9	69.4	73.0	70.3	65.8
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	87.6	87.3	85.9	84.3	82.0	80.7	79.6	79.5	79.3	78.6	77.0	75.2	75.0
Changed Cond:D8	87.6	87.3	85.9	84.3	82.0	80.7	79.6	79.5	79.3	78.6	77.0	75.2	75.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	11.4	13.9	15.6	16.6	19.4	17.8	13.7	10.4	8.5	7.6	12.9	12.0	7.7

```
     ______________________ SUPPLY ______________________
    * Inexperienced supply S14       Experienced Supply    *
    * S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5   *
    * ______________________________________________________*

                            Minus

     ______________________ DEMAND ____________________
    *                                                   *
    *            Predicted Teacher FTE D5               *
    *                     + or -                        *
    *         Change in Need for Teachers D6 & D7       *
    * __________________________________________________*

                            Equals

                           ________
                         * SURPLUS *
                         *   OR    *
                         * SHORTAGE*
                         * _______ *
```

Table NBF15

New Brunswick Francophone Senior High Social Studies Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	60.2	61.3	61.0	60.1	58.9	57.3	56.4	55.6	55.6	55.4	55.0	53.9	52.6
Teacher Loss:S2	-2.0	-2.0	-2.0	-2.0	-1.9	-1.8	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.6
Retirement:S3	-1.0	0.0	-0.4	-2.8	-1.4	-1.8	0.0	0.0	-4.4	-4.0	-6.2	-5.6	-4.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	10.0	11.0	11.0	11.0	12.0	11.0	11.0	10.0	10.0	10.0	10.0	10.0	10.0
Non-teaching:S10	-2.0	-2.2	-2.2	-2.2	-2.4	-2.2	-2.2	-2.0	-2.0	-2.0	-2.0	-2.0	-2.0
Immigrants:S7+S11	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	8.6	9.4	9.4	9.4	10.2	9.4	9.4	8.6	8.6	8.6	8.6	8.6	8.6
Experienced:S15	57.1	59.1	58.5	55.2	55.5	53.8	54.7	53.9	49.5	49.7	47.1	46.6	46.5
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	61.3	61.0	60.1	58.9	57.3	56.4	55.6	55.6	55.4	55.0	53.9	52.6	52.4
Changed Cond:D8	61.3	61.0	60.1	58.9	57.3	56.4	55.6	55.6	55.4	55.0	53.9	52.6	52.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	4.5	7.5	7.8	5.6	8.4	6.7	8.4	6.9	2.7	3.3	1.8	2.6	2.7

```
 _______________________ SUPPLY ________________________
* Inexperienced supply S14       Experienced Supply       *
* S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5      *
* ______________________________________________________ *

                         Minus

 _______________________ DEMAND ______________________
*                                                      *
*              Predicted Teacher FTE D5                *
*                       + or -                         *
*          Change in Need for Teachers D6 & D7         *
* ____________________________________________________ *

                         Equals
                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NBF16

New Brunswick Francophone Senior High Biology Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	11.7	11.9	11.8	11.6	11.4	11.1	10.9	10.8	10.8	10.7	10.7	10.4	10.2
Teacher Loss:S2	-0.4	-0.4	-0.4	-0.4	-0.4	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3
Retirement:S3	0.0	0.0	-0.4	0.0	0.0	0.0	-0.2	-0.5	-0.6	0.0	-0.4	-2.7	-0.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	7.0	8.0	8.0	8.0	9.0	8.0	8.0	7.0	7.0	7.0	7.0	7.0	7.0
Non-teaching:S10	-1.4	-1.6	-1.6	-1.6	-1.8	-1.6	-1.6	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	5.7	6.5	6.5	6.5	7.3	6.5	6.5	5.7	5.7	5.7	5.7	5.7	5.7
Experienced:S15	11.3	11.5	11.0	11.2	11.0	10.8	10.4	10.0	9.8	10.4	9.9	7.4	9.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	11.9	11.8	11.6	11.4	11.1	10.9	10.8	10.8	10.7	10.7	10.4	10.2	10.2
Changed Cond:D8	11.9	11.8	11.6	11.4	11.1	10.9	10.8	10.8	10.7	10.7	10.4	10.2	10.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	5.1	6.1	5.9	6.3	7.2	6.3	6.1	4.9	4.8	5.5	5.2	2.9	4.9

```
 _______________________ SUPPLY _______________________
* Inexperienced supply S14      Experienced Supply     *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5    *
* _____________________________________________________*

                        Minus

 _______________________ DEMAND _____________________
*                                                    *
*              Predicted Teacher FTE D5              *
*                      + or -                        *
*          Change in Need for Teachers D6 & D7       *
* ___________________________________________________*

                        Equals
                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NBF17

New Brunswick Francophone Senior High Chemistry Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	24.6	25.0	24.9	24.6	24.1	23.4	23.1	22.7	22.7	22.7	22.5	22.0	21.5
Teacher Loss:S2	-0.8	-0.8	-0.8	-0.8	-0.8	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7	-0.7
Retirement:S3	0.0	0.0	-1.0	-1.0	0.0	-1.0	-1.0	-0.9	-2.4	0.0	-0.5	-1.6	-1.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	4.0	4.0	4.0	4.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Non-teaching:S10	-0.8	-0.8	-0.8	-0.8	-1.0	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8
Immigrants:S7+S11	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	3.5	3.5	3.5	3.5	4.3	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
Experienced:S15	23.8	24.2	23.1	22.7	23.2	21.7	21.4	21.1	19.6	22.0	21.3	19.7	19.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	25.0	24.9	24.6	24.1	23.4	23.1	22.7	22.7	22.7	22.5	22.0	21.5	21.4
Changed Cond:D8	25.0	24.9	24.6	24.1	23.4	23.1	22.7	22.7	22.7	22.5	22.0	21.5	21.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	2.2	2.7	2.0	2.1	4.1	2.1	2.1	1.9	0.4	2.3	2.7	1.7	1.4

SUPPLY

Inexperienced supply S14 — Experienced Supply
S14=S9+S10+S11+S12+S13 — S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBF18

New Brunswick Francophone Senior High Physics Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	42.2	42.9	42.7	42.1	41.3	40.1	39.5	39.0	39.0	38.8	38.5	37.7	36.8
Teacher Loss:S2	-1.4	-1.4	-1.4	-1.4	-1.4	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2	-1.1
Retirement:S3	0.0	-0.4	0.0	0.0	0.0	-2.0	-1.2	-2.1	-1.0	-2.8	-2.9	-5.0	-1.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	4.0	4.0	4.0	4.0	5.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Non-teaching:S10	-0.8	-0.8	-0.8	-0.8	-1.0	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8
Immigrants:S7+S11	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	3.6	3.6	3.6	3.6	4.4	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
Experienced:S15	40.7	41.0	41.2	40.6	39.8	36.9	37.1	35.7	36.7	34.8	34.4	31.6	34.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	42.9	42.7	42.1	41.3	40.1	39.5	39.0	39.0	38.8	38.5	37.7	36.8	36.7
Changed Cond:D8	42.9	42.7	42.1	41.3	40.1	39.5	39.0	39.0	38.8	38.5	37.7	36.8	36.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	1.4	1.9	2.8	2.9	4.1	1.0	1.7	0.3	1.6	-0.1	0.3	-1.7	1.2

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBF19

New Brunswick Francophone Teachers of Other Sciences (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	2.6	2.6	2.6	2.5	2.5	2.4	2.4	2.4	2.4	2.3	2.3	2.3	2.2
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	-0.4	0.0	0.0	0.0	0.0	-0.8	0.0	-3.2	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	2.5	2.5	2.1	2.5	2.4	2.4	2.3	1.5	2.3	-0.9	2.3	2.2	2.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	2.6	2.6	2.5	2.5	2.4	2.4	2.4	2.4	2.3	2.3	2.3	2.2	2.2
Changed Cond:D8	2.6	2.6	2.5	2.5	2.4	2.4	2.4	2.4	2.3	2.3	2.3	2.2	2.2
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.1	-0.1	-0.4	0.0	0.0	0.0	0.0	-0.8	0.0	-3.2	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBF20

New Brunswick Francophone Senior High Physical/Health Education Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	30.1	30.6	30.5	30.0	29.5	28.7	28.2	27.8	27.8	27.7	27.5	26.9	26.3
Teacher Loss:S2	-1.0	-1.0	-1.0	-1.0	-1.0	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9	-0.8	-0.8
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	-0.5	-0.8	-0.2	0.0	-0.3	-1.0	-1.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	32.0	36.0	36.0	40.0	40.0	40.0	35.0	30.0	30.0	30.0	30.0	30.0	30.0
Non-teaching:S10	-6.4	-7.2	-7.2	-8.0	-8.0	-8.0	-7.0	-6.0	-6.0	-6.0	-6.0	-6.0	-6.0
Immigrants:S7+S11	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	25.9	29.1	29.1	32.3	32.3	32.3	28.3	24.3	24.3	24.3	24.3	24.3	24.3
Experienced:S15	29.1	29.6	29.4	29.0	28.4	27.8	26.8	26.2	26.8	26.9	26.3	25.1	24.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	30.6	30.5	30.0	29.5	28.7	28.2	27.8	27.8	27.7	27.5	26.9	26.3	26.2
Changed Cond:D8	30.6	30.5	30.0	29.5	28.7	28.2	27.8	27.8	27.7	27.5	26.9	26.3	26.2
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	24.3	28.2	28.5	31.8	32.1	31.9	27.3	22.7	23.3	23.7	23.7	23.1	22.4

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14       Experienced Supply  *
* S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5 *
* ___________________________________________________*

                        Minus

 ______________________ DEMAND ______________________
*                                                    *
*              Predicted Teacher FTE D5              *
*                       + or -                       *
*         Change in Need for Teachers D6 & D7        *
* ___________________________________________________*

                        Equals
                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NBF21

New Brunswick Francophone Senior High Business Education
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	27.7	28.1	28.0	27.6	27.1	26.3	25.9	25.6	25.5	25.5	25.3	24.7	24.2
Teacher Loss:S2	-0.9	-0.9	-0.9	-0.9	-0.9	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.7
Retirement:S3	-0.2	-1.0	0.0	0.0	0.0	-0.2	-1.6	-0.4	-0.8	0.0	-0.2	-3.2	-3.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Non-teaching:S10	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8
Immigrants:S7+S11	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
Experienced:S15	26.5	26.1	27.0	26.6	26.1	25.3	23.5	24.4	24.0	24.7	24.3	20.8	20.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	28.1	28.0	27.6	27.1	26.3	25.9	25.6	25.5	25.5	25.3	24.7	24.2	24.1
Changed Cond:D8	28.1	28.0	27.6	27.1	26.3	25.9	25.6	25.5	25.5	25.3	24.7	24.2	24.1
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	1.8	1.6	2.9	3.0	3.3	2.9	1.4	2.3	2.0	2.9	3.0	0.1	-0.4

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBF23

New Brunswick Francophone Senior High Drama/Fine Arts Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	2.9	3.0	3.0	2.9	2.9	2.8	2.8	2.7	2.7	2.7	2.7	2.6	2.6
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	0.0	-0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	2.8	2.9	2.9	2.3	2.8	2.7	2.7	2.6	2.6	2.6	2.6	2.6	2.5
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	3.0	3.0	2.9	2.9	2.8	2.8	2.7	2.7	2.7	2.7	2.6	2.6	2.6
Changed Cond:D8	3.0	3.0	2.9	2.9	2.8	2.8	2.7	2.7	2.7	2.7	2.6	2.6	2.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.1	-0.1	0.0	-0.5	0.0	0.0	0.0	-0.1	0.0	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBF24

New Brunswick Francophone Senior High Music Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	3.4	5.3	3.4	1.5	1.4	1.4	1.4	1.4	1.4	1.4	1.3	1.3	1.3
Teacher Loss:S2	-0.1	-0.2	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.6	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	6.0	7.0	7.0	8.0	8.0	8.0	7.0	6.0	6.0	6.0	6.0	6.0	6.0
Non-teaching:S10	-1.2	-1.4	-1.4	-1.6	-1.6	-1.6	-1.4	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	4.9	5.7	5.7	6.5	6.5	6.5	5.7	4.9	4.9	4.9	4.9	4.9	4.9
Experienced:S15	3.3	5.1	3.3	1.4	1.4	1.4	1.3	1.3	1.3	1.3	1.3	0.7	1.2
CHANGE													
Curr change:D6	3.8	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1.5	1.5	1.5	1.4	1.4	1.4	1.4	1.4	1.4	1.3	1.3	1.3	1.3
Changed Cond:D8	5.3	3.4	1.5	1.4	1.4	1.4	1.4	1.4	1.4	1.3	1.3	1.3	1.3
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	2.8	7.4	7.5	6.4	6.4	6.4	5.6	4.8	4.8	4.8	4.8	4.2	4.8

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBF25

New Brunswick Francophone Senior High Industrial Arts Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	45.5	46.3	46.1	45.4	44.5	43.3	42.6	42.1	42.0	41.9	41.6	40.7	39.8
Teacher Loss:S2	-1.5	-1.5	-1.5	-1.5	-1.5	-1.3	-1.3	-1.3	-1.3	-1.3	-1.3	-1.3	-1.2
Retirement:S3	-1.8	0.0	-1.0	-0.6	-1.0	-2.4	-2.3	-5.8	-2.4	-1.0	-3.0	-1.8	-2.6
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Experienced:S15	42.1	44.7	43.5	43.2	42.0	39.6	39.0	34.9	38.3	39.6	37.3	37.6	35.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	46.3	46.1	45.4	44.5	43.3	42.6	42.1	42.0	41.9	41.6	40.7	39.8	39.6
Changed Cond:D8	46.3	46.1	45.4	44.5	43.3	42.6	42.1	42.0	41.9	41.6	40.7	39.8	39.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-3.7	-1.0	-1.4	-0.9	-0.9	-2.6	-2.6	-6.6	-3.1	-1.5	-3.0	-1.7	-3.2

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14       Experienced Supply    *
* S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5   *
* _____________________________________________________*

                       Minus

 ______________________ DEMAND ____________________
*                                                   *
*              Predicted Teacher FTE D5             *
*                      + or -                       *
*         Change in Need for Teachers D6 & D7       *
* __________________________________________________*

                       Equals

                      _______
                    * SURPLUS *
                    *   OR    *
                    * SHORTAGE*
                    * _______ *
```

Table NBF26

New Brunswick Francophone Senior High Home Economics Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	20.7	21.0	21.0	20.6	20.3	19.7	19.4	19.1	19.1	19.0	18.9	18.5	18.1
Teacher Loss:S2	-0.7	-0.7	-0.7	-0.7	-0.7	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6
Retirement:S3	0.0	0.0	-1.0	0.0	0.0	0.0	0.0	-0.6	-1.0	0.0	-3.3	-0.5	-0.7
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Experienced:S15	20.0	20.3	19.2	19.9	19.5	19.1	18.8	17.9	17.5	18.5	15.0	17.4	16.8
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	21.0	21.0	20.6	20.3	19.7	19.4	19.1	19.1	19.0	18.9	18.5	18.1	18.0
Changed Cond:D8	21.0	21.0	20.6	20.3	19.7	19.4	19.1	19.1	19.0	18.9	18.5	18.1	18.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.9	-0.4	-1.2	-0.1	0.1	-0.1	-0.1	-1.0	-1.3	-0.2	-3.3	-0.4	-1.0

```
 _______________________ SUPPLY _________________________
* Inexperienced supply S14         Experienced Supply     *
* S14=S9+S10+S11+S12+S13           S15= S1+S2+S3+S4+S5    *
* _______________________________________________________*

                          Minus

 _______________________ DEMAND _______________________
*                                                      *
*               Predicted Teacher FTE D5               *
*                        + or -                        *
*          Change in Need for Teachers D6 & D7         *
* _____________________________________________________*

                          Equals

                         _______
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * _______ *
```

Table NBF27

New Brunswick Francophone Senior High Special Education Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1
Teacher Loss:S2	-1.3	-1.3	-1.3	-1.3	-1.3	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2
Retirement:S3	-1.5	-1.4	-0.8	-0.4	-0.2	-0.8	-0.2	-1.7	-1.1	-1.2	-0.8	-1.2	-1.6
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-0.1	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Experienced:S15	36.2	36.3	36.9	37.3	37.5	37.1	37.7	36.2	36.8	36.7	37.1	36.7	36.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1
Changed Cond:D8	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1	39.1
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-2.5	-2.4	-1.8	-1.4	-1.2	-1.6	-1.0	-2.5	-1.9	-2.0	-1.6	-2.0	-2.4

SUPPLY

Inexperienced supply S14
S14=S9+S10+S11+S12+S13

Experienced Supply
S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBF28

New Brunswick Francophone Senior High Teachers of Other Subjects (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	8.4	8.6	8.5	8.4	8.3	8.0	7.9	7.8	7.8	7.8	7.7	7.5	7.4
Teacher Loss:S2	-0.3	-0.3	-0.3	-0.3	-0.3	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	0.0	-0.4	0.0	0.0	-0.3	0.0	0.0	-0.8	-0.4	0.0	-1.2	-1.3
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	8.1	8.3	7.8	8.1	8.0	7.5	7.7	7.6	6.7	7.1	7.5	6.1	5.8
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	8.6	8.5	8.4	8.3	8.0	7.9	7.8	7.8	7.8	7.7	7.5	7.4	7.3
Changed Cond:D8	8.6	8.5	8.4	8.3	8.0	7.9	7.8	7.8	7.8	7.7	7.5	7.4	7.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.4	-0.2	-0.5	-0.1	0.0	-0.3	-0.1	-0.2	-0.9	-0.5	0.0	-1.2	-1.4

```
 _____________________ SUPPLY ______________________
* Inexperienced supply S14      Experienced Supply   *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5  *
* __________________________________________________ *

                        Minus

 _____________________ DEMAND ____________________
*                                                 *
*              Predicted Teacher FTE D5           *
*                       + or -                    *
*          Change in Need for Teachers D6 & D7    *
* _______________________________________________ *

                        Equals

                       _______
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NBF29

New Brunswick Francophone Senior High Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	12.0	12.2	12.1	11.9	11.7	11.4	11.2	11.1	11.1	11.0	10.9	10.7	10.5
Teacher Loss:S2	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3
Retirement:S3	0.0	0.0	-0.4	-1.0	0.0	-0.5	-1.4	-1.0	-1.0	-1.0	-0.7	-0.8	-0.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	11.6	11.7	11.3	10.5	11.3	10.5	9.5	9.7	9.7	9.7	9.9	9.6	9.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	12.2	12.1	11.9	11.7	11.4	11.2	11.1	11.1	11.0	10.9	10.7	10.5	10.4
Changed Cond:D8	12.2	12.1	11.9	11.7	11.4	11.2	11.1	11.1	11.0	10.9	10.7	10.5	10.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.5	-0.3	-0.5	-1.1	0.0	-0.6	-1.5	-1.2	-1.2	-1.1	-0.7	-0.8	-0.5

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBF30

New Brunswick Francophone Senior High Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	18.6	19.0	18.9	18.6	18.2	17.7	17.5	17.2	17.2	17.2	17.0	16.7	16.3
Teacher Loss:S2	-0.6	-0.6	-0.6	-0.6	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5
Retirement:S3	-0.2	0.0	-0.3	-0.4	0.0	-1.4	-1.0	-1.0	-0.9	0.0	-2.8	-1.3	-1.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Experienced:S15	17.8	18.3	17.9	17.5	17.6	15.8	15.9	15.7	15.8	16.6	13.7	14.9	14.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	19.0	18.9	18.6	18.2	17.7	17.5	17.2	17.2	17.2	17.0	16.7	16.3	16.2
Changed Cond:D8	19.0	18.9	18.6	18.2	17.7	17.5	17.2	17.2	17.2	17.0	16.7	16.3	16.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-1.0	-0.4	-0.5	-0.5	0.0	-1.5	-1.1	-1.3	-1.2	-0.2	-2.8	-1.2	-1.5

```
 ________________________ SUPPLY _________________________
* Inexperienced supply S14        Experienced Supply      *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5     *
* ________________________________________________________*

                          Minus

 _______________________ DEMAND _______________________
*                                                      *
*               Predicted Teacher FTE D5               *
*                        + or -                        *
*           Change in Need for Teachers D6 & D7        *
*______________________________________________________*

                          Equals

                         ________
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * _______ *
```

Table NBF31

New Brunswick Francophone Senior High Guidance Counselors (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	23.2	25.1	23.5	21.4	21.0	20.4	20.1	19.8	19.8	19.8	19.6	19.2	18.8
Teacher Loss:S2	-0.8	-0.8	-0.8	-0.7	-0.7	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6
Retirement:S3	-0.3	0.0	0.0	-1.0	-1.0	0.0	0.0	-1.0	0.0	-1.0	0.0	0.0	-1.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Experienced:S15	22.1	24.3	22.6	19.7	19.3	19.8	19.5	18.2	19.2	18.2	19.0	18.6	17.2
CHANGE													
Curr change:D6	3.3	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	21.8	21.8	21.4	21.0	20.4	20.1	19.8	19.8	19.8	19.6	19.2	18.8	18.7
Changed Cond:D8	25.1	23.5	21.4	21.0	20.4	20.1	19.8	19.8	19.8	19.6	19.2	18.8	18.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-2.8	1.1	1.5	-1.1	-0.9	-0.1	-0.1	-1.4	-0.3	-1.2	0.0	0.1	-1.3

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBF32

New Brunswick Francophone Senior High Librarians (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	6.1	6.2	6.2	6.1	6.0	5.8	5.7	5.6	5.6	5.6	5.6	5.4	5.3
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	0.0	-0.4	0.0	-0.5	0.0	0.0	0.0	0.0	-0.5	-1.0	-0.8	-1.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	5.9	6.0	5.5	5.9	5.2	5.6	5.5	5.4	5.4	4.9	4.4	4.5	4.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	6.2	6.2	6.1	6.0	5.8	5.7	5.6	5.6	5.6	5.6	5.4	5.3	5.3
Changed Cond:D8	6.2	6.2	6.1	6.0	5.8	5.7	5.6	5.6	5.6	5.6	5.4	5.3	5.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.3	-0.1	-0.5	0.0	-0.5	0.0	0.0	-0.1	-0.1	-0.6	-1.0	-0.8	-1.1

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBF33

New Brunswick Francophone Senior High Other Instructional Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	16.5	16.8	16.7	16.4	16.1	15.7	15.4	15.2	15.2	15.2	15.0	14.7	14.4
Teacher Loss:S2	-0.5	-0.6	-0.6	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.4
Retirement:S3	0.0	-0.3	-0.7	-1.5	0.0	-0.2	-0.8	-0.3	0.0	-0.3	-1.3	-1.5	-2.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Experienced:S15	15.9	15.9	15.4	14.4	15.6	15.0	14.2	14.5	14.7	14.4	13.3	12.8	11.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	16.8	16.7	16.4	16.1	15.7	15.4	15.2	15.2	15.2	15.0	14.7	14.4	14.3
Changed Cond:D8	16.8	16.7	16.4	16.1	15.7	15.4	15.2	15.2	15.2	15.0	14.7	14.4	14.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.7	-0.7	-0.9	-1.6	0.0	-0.3	-0.9	-0.6	-0.3	-0.5	-1.3	-1.4	-2.7

```
  ______________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply      *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5     *
* ______________________________________________________ *

                        Minus

  ______________________ DEMAND ______________________
*                                                        *
*               Predicted Teacher FTE D5                 *
*                        + or -                          *
*          Change in Need for Teachers D6 & D7           *
* ______________________________________________________ *

                        Equals
                      _______
                    * SURPLUS *
                    *   OR    *
                    * SHORTAGE*
                    * _______ *
```

Table NSA1

Nova Scotia Elementary Regular Anglophone Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	3523.5	3529.9	3564.1	3574.2	3586.9	3589.1	3594.8	3597.4	3601.4	3610.8	3624.7	3636.0	3631.5
Teacher Loss:S2	-95.1	-95.3	-96.2	-96.5	-78.9	-79.0	-79.1	-79.1	-79.2	-79.4	-79.7	-80.0	-79.9
Retirement:S3	-72.0	-74.2	-91.0	-91.7	-90.9	-101.4	-103.8	-111.7	-116.0	-108.8	-143.2	-179.3	-204.1
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	141.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0
Non-teaching:S10	-28.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2
Immigrants:S7+S11	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	148.1	184.1	184.1	184.1	184.1	184.1	184.1	184.1	184.1	184.1	184.1	184.1	184.1
Experienced:S15	3356.4	3360.4	3376.9	3386.0	3417.1	3408.7	3411.9	3406.5	3406.2	3422.6	3401.8	3376.7	3347.5
CHANGE													
Curr change:D6	15.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-46.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	3560.0	3564.1	3574.2	3586.9	3589.1	3594.8	3597.4	3601.4	3610.8	3624.7	3636.0	3631.5	3631.5
Changed Cond:D8	3529.9	3564.1	3574.2	3586.9	3589.1	3594.8	3597.4	3601.4	3610.8	3624.7	3636.0	3631.5	3631.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-25.5	-19.6	-13.2	-16.8	12.1	-2.0	-1.3	-10.8	-20.5	-18.0	-50.1	-70.7	-99.9

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSA2

Nova Scotia Elementary Other Anglophone Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	1094.7	1096.7	1113.0	1116.2	1120.1	1120.8	1122.6	1123.4	1124.7	1127.6	1131.9	1135.5	1134.1
Teacher Loss:S2	-29.6	-29.6	-30.1	-30.1	-24.6	-24.7	-24.7	-24.7	-24.7	-24.8	-24.9	-25.0	-24.9
Retirement:S3	-8.8	-17.0	-12.6	-13.4	-11.6	-17.8	-20.6	-28.6	-25.7	-28.3	-33.1	-39.2	-50.9
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0
Experienced:S15	1056.4	1050.1	1070.4	1072.6	1083.9	1078.3	1077.3	1070.1	1074.2	1074.5	1073.9	1071.3	1058.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-15.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1111.7	1113.0	1116.2	1120.1	1120.8	1122.6	1123.4	1124.7	1127.6	1131.9	1135.5	1134.1	1134.1
Changed Cond:D8	1096.7	1113.0	1116.2	1120.1	1120.8	1122.6	1123.4	1124.7	1127.6	1131.9	1135.5	1134.1	1134.1
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-29.4	-51.9	-34.8	-36.5	-26.0	-33.3	-35.1	-43.6	-42.4	-46.5	-50.5	-51.8	-64.9

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSA3

Nova Scotia Anglophone Elementary Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	203.1	203.5	203.7	204.3	205.0	205.1	205.5	205.6	205:9	206.4	207.2	207.8	207.6
Teacher Loss:S2	-5.5	-5.5	-5.5	-5.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.5	-4.6	-4.6	-4.6
Retirement:S3	-4.1	-4.9	-6.0	-10.3	-9.9	-7.2	-13.3	-17.9	-14.0	-18.9	-8.8	-9.4	-14.1
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Experienced:S15	193.5	193.1	192.2	188.5	190.6	193.4	187.7	183.2	187.3	183.0	193.8	193.9	188.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	203.5	203.7	204.3	205.0	205.1	205.5	205.6	205.9	206.4	207.2	207.8	207.6	207.6
Changed Cond:D8	203.5	203.7	204.3	205.0	205.1	205.5	205.6	205.9	206.4	207.2	207.8	207.6	207.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-7.9	-3.6	-10.0	-14.5	-12.5	-10.0	-15.9	-20.6	-17.0	-22.2	-12.0	-11.7	-16.6

```
 _____________________ SUPPLY ____________________
* Inexperienced supply S14        Experienced Supply   *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5  *
*_____________________________________________________*

                        Minus

 ____________________ DEMAND ____________________
*                                                *
*            Predicted Teacher FTE D5            *
*                     + or -                     *
*       Change in Need for Teachers D6 & D7      *
*________________________________________________*

                        Equals
                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     *_________*
```

Table NSA4

Nova Scotia Anglophone Elementary Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	37.8	37.8	37.9	38.0	38.1	38.1	38.2	38.2	38.3	38.4	38.5	38.6	38.6
Teacher Loss:S2	-1.0	-1.0	-1.0	-1.0	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.9	-0.8
Retirement:S3	-0.6	-0.5	-0.4	-0.8	-2.2	-0.3	-1.5	-2.2	-1.9	-1.3	-1.3	-2.5	-1.6
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Experienced:S15	36.1	36.3	36.5	36.2	35.1	37.0	35.9	35.2	35.5	36.2	36.4	35.3	36.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	37.8	37.9	38.0	38.1	38.1	38.2	38.2	38.3	38.4	38.5	38.6	38.6	38.6
Changed Cond:D8	37.8	37.9	38.0	38.1	38.1	38.2	38.2	38.3	38.4	38.5	38.6	38.6	38.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-1.3	-1.2	-1.2	-1.6	-2.7	-0.8	-2.0	-2.7	-2.5	-1.9	-1.3	-2.3	-2.1

SUPPLY

Inexperienced suppiy S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

APPENDIX P (a)

Table NSA6

Nova Scotia Anglophone Junior High Regular Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1396-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	1274.0	1255.7	1250.8	1248.3	1238.6	1238.9	1245.7	1257.2	1257.6	1254.2	1244.5	1238.5	1246.9
Teacher Loss:S2	-34.4	-33.9	-33.8	-33.7	-27.2	-27.3	-27.4	-27.7	-27.7	-27.6	-27.4	-27.2	-27.4
Retirement:S3	-11.5	-19.4	-22.8	-18.2	-40.3	-36.0	-41.1	-45.5	-50.8	-66.5	-69.3	-94.2	-82.3
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	6.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0
Non-teaching:S10	-1.2	-5.0	-5.0	-5.0	-5.0	-5.0	-5.0	-5.0	-5.0	-5.0	-5.0	-5.0	-5.0
Immigrants:S7+S11	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	17.4	32.6	32.6	32.6	32.6	32.6	32.6	32.6	32.6	32.6	32.6	32.6	32.6
Experienced:S15	1228.1	1202.4	1194.2	1196.4	1171.0	1175.6	1177.2	1184.0	1179.1	1160.1	1147.8	1117.1	1137.2
CHANGE													
Curr change:D6	16.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-17.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1256.7	1250.8	1248.3	1238.6	1238.9	1245.7	1257.2	1257.6	1254.2	1244.5	1238.5	1246.9	1246.9
Changed Cond:D8	1255.7	1250.8	1248.3	1238.6	1238.9	1245.7	1257.2	1257.6	1254.2	1244.5	1238.5	1246.9	1246.9
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-10.2	-15.9	-21.6	-9.6	-35.3	-37.6	-47.4	-41.0	-42.6	-51.8	-58.1	-97.3	-77.2

```
 ______________________ SUPPLY ____________________
* Inexperienced supply S14       Experienced Supply    *
* S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5   *
* ____________________________________________________ *

                         Minus

 _____________________ DEMAND ____________________
*                                                   *
*              Predicted Teacher FTE D5             *
*                      + or -                       *
*         Change in Need for Teachers D6 & D7       *
* _________________________________________________ *

                         Equals
                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NSA7

Nova Scotia Anglophone Junior High Other Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	1122.9	1099.6	1109.4	1107.2	1098.5	1098.8	1104.9	1115.0	1115.4	1112.4	1103.8	1098.4	1105.9
Teacher Loss:S2	-30.3	-29.7	-30.0	-29.9	-24.2	-24.2	-24.3	-24.5	-24.5	-24.5	-24.3	-24.2	-24.3
Retirement:S3	-8.1	-19.3	-13.7	-18.1	-24.1	-27.3	-29.6	-34.4	-32.9	-31.7	-32.6	-64.2	-51.9
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	6.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0
Non-teaching:S10	-1.2	-4.0	-4.0	-4.0	-4.0	-4.0	-4.0	-4.0	-4.0	-4.0	-4.0	-4.0	-4.0
Immigrants:S7+S11	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	15.8	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0
Experienced:S15	1084.5	1050.6	1065.7	1059.2	1050.2	1047.3	1051.0	1056.1	1057.9	1056.2	1046.9	1010.1	1029.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-15.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1114.6	1109.4	1107.2	1098.5	1098.8	1104.9	1115.0	1115.4	1112.4	1103.8	1098.4	1105.9	1105.9
Changed Cond:D8	1099.6	1109.4	1107.2	1098.5	1098.8	1104.9	1115.0	1115.4	1112.4	1103.8	1098.4	1105.9	1105.9
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	0.7	-31.8	-14.5	-12.3	-21.6	-30.6	-37.1	-32.3	-27.5	-20.5	-24.6	-68.8	-49.2

SUPPLY

Inexperienced supply S14
S14=S9+S10+S11+S12+S13

Experienced Supply
S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSA8

Nova Scotia Anglophone Junior High Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	89.6	87.8	87.4	87.2	86.5	86.5	87.0	87.8	87.9	87.6	86.9	86.5	87.1
Teacher Loss:S2	-2.4	-2.4	-2.4	-2.4	-1.9	-1.9	-1.9	-1.9	-1.9	-1.9	-1.9	-1.9	-1.9
Retirement:S3	-3.9	-1.2	-3.5	-3.0	-5.0	-3.6	-9.0	-7.9	-7.1	-8.7	-6.0	-7.7	-3.1
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Experienced:S15	83.3	84.2	81.5	81.9	79.6	81.0	76.1	78.0	78.8	77.0	79.0	76.9	82.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	87.8	87.4	87.2	86.5	86.5	87.0	87.8	87.9	87.6	86.9	86.5	87.1	87.1
Changed Cond:D8	87.8	87.4	87.2	86.5	86.5	87.0	87.8	87.9	87.6	86.9	86.5	87.1	87.1
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-3.6	-2.3	-4.8	-3.8	-6.0	-5.1	-10.8	-9.0	-7.9	-9.1	-6.6	-9.3	-4.1

SUPPLY

* Inexperienced supply S14 Experienced Supply *
* S14=S9+S10+S11+S12+S13 S15= S1+S2+S3+S4+S5 *

Minus

DEMAND

* Predicted Teacher FTE D5 *
* + or - *
* Change in Need for Teachers D6 & D7 *

Equals

* SURPLUS *
* OR *
* SHORTAGE*

Table NSA9

Nova Scotia Anglophone Junior High Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	66.0	64.7	64.4	64.2	63.7	63.8	64.1	64.7	64.7	64.5	64.0	63.7	64.2
Teacher Loss:S2	-1.8	-1.7	-1.7	-1.7	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4
Retirement:S3	-0.4	-0.3	0.0	-2.5	-6.0	-1.4	-3.0	-4.2	-5.7	-4.7	-5.5	-6.2	-3.9
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.6	0.6	0.6	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Experienced:S15	63.8	62.6	62.6	60.0	56.3	60.9	59.7	59.1	57.6	58.4	57.1	56.1	58.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	64.7	64.4	64.2	63.7	63.8	64.1	64.7	64.7	64.5	64.0	63.7	64.2	64.2
Changed Cond:D8	64.7	64.4	64.2	63.7	63.8	64.1	64.7	64.7	64.5	64.0	63.7	64.2	64.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-0.2	-1.1	-1.0	-3.1	-6.8	-2.5	-4.4	-5.0	-6.3	-5.0	-6.0	-7.4	-4.7

SUPPLY

Inexperienced supply S14
S14=S9+S10+S11+S12+S13

Experienced Supply
S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSA11

Nova Scotia Anglophone Senior High Math Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	311.1	305.2	302.2	297.0	293.0	294.3	294.9	293.2	293.5	294.9	297.4	297.5	296.6
Teacher Loss:S2	-8.4	-8.2	-8.2	-8.0	-6.4	-6.5	-6.5	-6.4	-6.5	-6.5	-6.5	-6.5	-6.5
Retirement:S3	-7.4	-2.1	-6.0	-8.1	-8.1	-13.9	-4.5	-15.1	-13.8	-15.5	-16.8	-19.5	-15.9
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0	27.0
Non-teaching:S10	-5.4	-5.4	-5.4	-5.4	-5.4	-5.4	-5.4	-5.4	-5.4	-5.4	-5.4	-5.4	-5.4
Immigrants:S7+S11	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	24.7	24.7	24.7	24.7	24.7	24.7	24.7	24.7	24.7	24.7	24.7	24.7	24.7
Experienced:S15	295.3	294.9	288.1	280.9	278.5	273.9	283.9	271.6	273.3	272.9	274.1	271.4	274.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-4.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	309.5	302.2	297.0	293.0	294.3	294.9	293.2	293.5	294.9	297.4	297.5	296.6	296.6
Changed Cond:D8	305.2	302.2	297.0	293.0	294.3	294.9	293.2	293.5	294.9	297.4	297.5	296.6	296.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	14.8	17.3	15.8	12.5	8.9	3.7	15.4	2.7	3.0	0.1	1.3	-0.6	2.2

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSA12

Nova Scotia Anglophone Senior High English Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	303.4	297.6	294.8	289.7	285.9	287.1	287.7	286.0	286.3	287.7	290.1	290.2	289.4
Teacher Loss:S2	-8.2	-8.0	-8.0	-7.8	-6.3	-6.3	-6.3	-6.3	-6.3	-6.3	-6.4	-6.4	-6.4
Retirement:S3	-5.3	-6.3	-4.7	-5.5	-6.1	-5.9	-9.8	-13.8	-8.9	-16.6	-16.2	-21.5	-26.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	40.0	40.0	40.0	40.0	40.0	40.0	40.0	40.0	40.0	40.0	40.0	40.0	40.0
Non-teaching:S10	-8.0	-8.0	-8.0	-8.0	-8.0	-8.0	-8.0	-8.0	-8.0	-8.0	-8.0	-8.0	-8.0
Immigrants:S7+S11	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0
Experienced:S15	289.9	283.3	282.2	276.4	273.5	274.9	271.6	265.9	271.1	264.8	267.6	262.3	257.0
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-4.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	301.9	294.8	289.7	285.9	287.1	287.7	286.0	286.3	287.7	290.1	290.2	289.4	289.4
Changed Cond:D8	297.6	294.8	289.7	285.9	287.1	287.7	286.0	286.3	287.7	290.1	290.2	289.4	289.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	27.3	23.5	27.4	25.5	21.4	22.1	20.6	14.5	18.4	9.6	12.4	7.9	2.6

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply    *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5   *
* _____________________________________________________*

                        Minus

 ______________________ DEMAND ______________________
*                                                       *
*              Predicted Teacher FTE D5                 *
*                      + or -                           *
*          Change in Need for Teachers D6 & D7          *
* _____________________________________________________*

                        Equals
                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NSA13

Nova Scotia Anglophone Senior High French Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	137.6	134.9	133.6	131.3	129.5	130.1	130.4	129.6	129.8	130.4	131.5	131.5	131.1
Teacher Loss:S2	-3.7	-3.6	-3.6	-3.5	-2.9	-2.9	-2.9	-2.9	-2.9	-2.9	-2.9	-2.9	-2.9
Retirement:S3	-3.0	-1.6	-2.4	-2.1	-1.6	-2.0	-3.8	-4.3	-4.8	-7.9	-4.9	-6.8	-6.1
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	20.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0
Non-teaching:S10	-4.0	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4
Immigrants:S7+S11	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	17.3	18.9	18.9	18.9	18.9	18.9	18.9	18.9	18.9	18.9	18.9	18.9	18.9
Experienced:S15	130.8	129.7	127.6	125.6	125.1	125.2	123.7	122.4	122.1	119.6	123.7	121.8	122.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	136.8	133.6	131.3	129.5	130.1	130.4	129.6	129.8	130.4	131.5	131.5	131.1	131.1
Changed Cond:D8	134.9	133.6	131.3	129.5	130.1	130.4	129.6	129.8	130.4	131.5	131.5	131.1	131.1
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	13.3	15.0	15.3	15.0	13.9	13.8	13.1	11.6	10.7	7.1	11.1	9.6	10.0

```
 _____________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply   *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5  *
* _____________________________________________________*

                         Minus

 _____________________ DEMAND ____________________
*                                                    *
*               Predicted Teacher FTE D5             *
*                        + or -                      *
*         Change in Need for Teachers D6 & D7        *
* ___________________________________________________*

                         Equals

                        ________
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NSA14
NS Anglophone Senior High Teachers of Other Languages
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	6.7	6.6	6.5	6.4	6.3	6.4	6.4	6.3	6.4	6.4	6.4	6.4	6.4
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	-0.4	-0.6	-0.1	0.0	-0.8	0.0	0.0	0.0	-0.5	0.0	-1.0	0.0	-0.6
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	6.1	5.8	6.3	6.3	5.4	6.2	6.2	6.2	5.7	6.2	5.3	6.3	5.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	6.7	6.5	6.4	6.3	6.4	6.4	6.3	6.4	6.4	6.4	6.4	6.4	6.4
Changed Cond:D8	6.6	6.5	6.4	6.3	6.4	6.4	6.3	6.4	6.4	6.4	6.4	6.4	6.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-0.4	-0.7	-0.1	0.0	-0.9	-0.1	0.0	-0.1	-0.6	-0.1	-1.1	-0.1	-0.7

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSA15

Nova Scotia Anglophone Senior High Social Studies Teachers
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	357.3	350.5	347.2	341.1	336.6	338.0	338.8	336.7	337.1	338.8	341.6	341.7	340.7
Teacher Loss:S2	-9.6	-9.5	-9.4	-9.2	-7.4	-7.4	-7.5	-7.4	-7.4	-7.5	-7.5	-7.5	-7.5
Retirement:S3	-1.4	-5.6	-8.4	-13.2	-12.9	-13.9	-14.9	-17.3	-17.4	-24.1	-18.9	-23.3	-19.3
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0	54.0
Non-teaching:S10	-10.8	-10.8	-10.8	-10.8	-10.8	-10.8	-10.8	-10.8	-10.8	-10.8	-10.8	-10.8	-10.8
Immigrants:S7+S11	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	46.7	46.7	46.7	46.7	46.7	46.7	46.7	46.7	46.7	46.7	46.7	46.7	46.7
Experienced:S15	346.3	335.5	329.4	318.7	316.3	316.7	316.4	312.0	312.3	307.2	315.2	310.9	313.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	355.5	347.2	341.1	336.6	338.0	338.8	336.7	337.1	338.8	341.6	341.7	340.7	340.7
Changed Cond:D8	350.5	347.2	341.1	336.6	338.0	338.8	336.7	337.1	338.8	341.6	341.7	340.7	340.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	42.5	35.0	35.0	28.8	25.0	24.6	26.4	21.6	20.3	12.3	20.2	16.9	19.9

SUPPLY

Inexperienced supply S14
S14=S9+S10+S11+S12+S13

Experienced Supply
S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSA16

Nova Scotia Anglophone Senior High Biology Teachers
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	128.5	126.1	124.9	122.7	121.1	121.6	121.8	121.1	121.3	121.8	122.9	122.9	122.5
Teacher Loss:S2	-3.5	-3.4	-3.4	-3.3	-2.7	-2.7	-2.7	-2.7	-2.7	-2.7	-2.7	-2.7	-2.7
Retirement:S3	-1.0	-1.2	-2.2	-3.0	-2.7	-3.6	-3.8	-6.6	-3.0	-4.4	-7.4	-6.0	-8.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0	24.0
Non-teaching:S10	-4.8	-4.8	-4.8	-4.8	-4.8	-4.8	-4.8	-4.8	-4.8	-4.8	-4.8	-4.8	-4.8
Immigrants:S7+S11	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5
Experienced:S15	124.0	121.5	119.3	116.4	115.7	115.3	115.4	111.8	115.6	114.8	112.8	114.2	111.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-1.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	127.9	124.9	122.7	121.1	121.6	121.8	121.1	121.3	121.8	122.9	122.9	122.5	122.5
Changed Cond:D8	126.1	124.9	122.7	121.1	121.6	121.8	121.1	121.3	121.8	122.9	122.9	122.5	122.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	18.4	17.1	17.1	15.8	14.6	13.9	14.7	11.0	14.2	12.3	10.3	12.1	9.4

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSA17

Nova Scotia Anglophone Senior High Chemistry Teachers
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	98.1	96.2	95.3	93.7	92.4	92.8	93.0	92.5	92.6	93.0	93.8	93.8	93.6
Teacher Loss:S2	-2.6	-2.6	-2.6	-2.5	-2.0	-2.0	-2.0	-2.0	-2.0	-2.0	-2.1	-2.1	-2.1
Retirement:S3	-3.3	-3.1	-1.6	-2.0	-2.9	-4.1	-1.6	-3.7	-2.1	-5.9	-3.0	-7.3	-5.9
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0
Non-teaching:S10	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4
Immigrants:S7+S11	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6
Experienced:S15	92.1	90.5	91.2	89.1	87.5	86.7	89.4	86.7	88.4	85.1	88.7	84.5	85.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	97.6	95.3	93.7	92.4	92.8	93.0	92.5	92.6	93.0	93.8	93.8	93.6	93.6
Changed Cond:D8	96.2	95.3	93.7	92.4	92.8	93.0	92.5	92.6	93.0	93.8	93.8	93.6	93.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	6.5	5.8	8.0	7.3	5.2	4.2	7.5	4.7	6.0	1.8	5.5	1.5	2.6

```
 ________________________ SUPPLY _______________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
* _______________________________________________________*

                          Minus

 _______________________ DEMAND ______________________
*                                                     *
*                 Predicted Teacher FTE D5            *
*                          + or -                     *
*          Change in Need for Teachers D6 & D7        *
* ____________________________________________________*

                          Equals

                        ________
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NSA18

Nova Scotia Anglophone Senior High Physics Teachers
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	66.1	64.8	64.2	63.0	62.2	62.5	62.6	62.2	62.3	62.6	63.1	63.1	63.0
Teacher Loss:S2	-1.8	-1.7	-1.7	-1.7	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4
Retirement:S3	-2.2	-0.8	-0.9	-1.9	-3.1	-3.3	-1.9	-3.1	-2.6	-5.9	-3.5	-1.9	-4.7
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0
Non-teaching:S10	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4	-2.4
Immigrants:S7+S11	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	10.2	10.2	10.2	10.2	10.2	10.2	10.2	10.2	10.2	10.2	10.2	10.2	10.2
Experienced:S15	62.1	62.3	61.5	59.4	57.7	57.8	59.3	57.8	58.3	55.3	58.3	59.9	56.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	65.7	64.2	63.0	62.2	62.5	62.6	62.2	62.3	62.6	63.1	63.1	63.0	63.0
Changed Cond:D8	64.8	64.2	63.0	62.2	62.5	62.6	62.2	62.3	62.6	63.1	63.1	63.0	63.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	7.5	8.3	8.7	7.5	5.5	5.4	7.3	5.7	6.0	2.4	5.3	7.1	4.2

```
 _______________________ SUPPLY _______________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
* _____________________________________________________ *

                        Minus

 _______________________ DEMAND _______________________
*                                                       *
*              Predicted Teacher FTE D5                 *
*                       + or -                          *
*          Change in Need for Teachers D6 & D7          *
* _____________________________________________________ *

                        Equals
                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NSA19

Nova Scotia Anglophone Teachers of Other Sciences
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	80.2	78.7	77.9	76.6	75.5	75.9	76.0	75.6	75.7	76.0	76.7	76.7	76.5
Teacher Loss:S2	-2.2	-2.1	-2.1	-2.1	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7
Retirement:S3	-1.2	-3.3	-1.9	-1.8	-1.9	-3.1	-2.0	-2.4	-4.1	-3.1	-5.2	-3.2	-3.9
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Experienced:S15	76.9	73.3	73.9	72.7	72.0	71.1	72.4	71.5	69.9	71.3	69.8	71.8	70.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	79.8	77.9	76.6	75.5	75.9	76.0	75.6	75.7	76.0	76.7	76.7	76.5	76.5
Changed Cond:D8	78.7	77.9	76.6	75.5	75.9	76.0	75.6	75.7	76.0	76.7	76.7	76.5	76.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-1.1	-3.9	-1.9	-2.1	-3.1	-4.1	-2.4	-3.4	-5.3	-4.6	-6.1	-3.9	-4.8

SUPPLY

* Inexperienced supply S14 Experienced Supply *
* S14=S9+S10+S11+S12+S13 S15= S1+S2+S3+S4+S5 *
*

Minus

DEMAND

*
* Predicted Teacher FTE D5 *
* + or - *
* Change in Need for Teachers D6 & D7 *
*

Equals

* SURPLUS *
* OR *
* SHORTAGE*
*

Table NSA20

Nova Scotia Anglophone Senior High Physical/Health Education
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	58.0	56.9	56.4	55.4	54.7	54.9	55.0	54.7	54.7	55.0	55.5	55.5	55.3
Teacher Loss:S2	-1.6	-1.5	-1.5	-1.5	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2
Retirement:S3	-1.0	0.0	0.0	-1.3	-1.7	-0.7	-3.1	0.0	-3.3	-3.5	-3.6	-0.3	-3.3
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0
Non-teaching:S10	-7.0	-7.0	-7.0	-7.0	-7.0	-7.0	-7.0	-7.0	-7.0	-7.0	-7.0	-7.0	-7.0
Immigrants:S7+S11	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6	28.6
Experienced:S15	55.5	55.4	54.8	52.6	51.8	53.0	50.7	53.5	50.2	50.3	50.7	54.0	50.8
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	57.7	56.4	55.4	54.7	54.9	55.0	54.7	54.7	55.0	55.5	55.5	55.3	55.3
Changed Cond:D8	56.9	56.4	55.4	54.7	54.9	55.0	54.7	54.7	55.0	55.5	55.5	55.3	55.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	27.1	27.6	28.0	26.5	25.4	26.5	24.6	27.3	23.8	23.4	23.7	27.2	24.1

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply    *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5   *
* _____________________________________________________ *

                         Minus

 ______________________ DEMAND ______________________
*                                                       *
*               Predicted Teacher FTE D5                *
*                        + or -                         *
*          Change in Need for Teachers D6 & D7          *
* _____________________________________________________ *

                        Equals

                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NSA21

Nova Scotia Anglophone Senior High Business Education Teachers
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	137.1	134.5	133.2	130.9	129.2	129.7	130.0	129.2	129.4	130.0	131.1	131.1	130.8
Teacher Loss:S2	-3.7	-3.6	-3.6	-3.5	-2.8	-2.9	-2.9	-2.8	-2.8	-2.9	-2.9	-2.9	-2.9
Retirement:S3	-1.6	-1.7	-3.6	-3.2	-6.5	-9.9	-4.2	-5.0	-2.6	-6.3	-4.3	-12.5	-6.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1
Experienced:S15	131.8	129.2	126.0	124.2	119.8	117.0	122.9	121.4	123.9	120.8	123.9	115.7	121.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	136.4	133.2	130.9	129.2	129.7	130.0	129.2	129.4	130.0	131.1	131.1	130.8	130.8
Changed Cond:D8	134.5	133.2	130.9	129.2	129.7	130.0	129.2	129.4	130.0	131.1	131.1	130.8	130.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-0.5	-1.9	-2.7	-2.9	-7.7	-10.9	-4.1	-5.9	-3.9	-8.1	-5.1	-12.9	-6.9

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
* _______________________________________________________*

                          Minus

 ______________________ DEMAND _____________________
*                                                    *
*              Predicted Teacher FTE D5              *
*                      + or -                        *
*         Change in Need for Teachers D6 & D7        *
* ___________________________________________________*

                          Equals

                         ________
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * _______ *
```

Table NSA22

Nova Scotia Anglophone Senior High Art Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	16.3	16.0	15.8	15.5	15.3	15.4	15.4	15.3	15.3	15.4	15.5	15.5	15.5
Teacher Loss:S2	-0.4	-0.4	-0.4	-0.4	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3
Retirement:S3	0.0	0.0	0.0	0.0	0.0	-1.6	-1.0	0.0	-0.6	0.0	0.0	-1.2	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Experienced:S15	15.8	15.5	15.3	15.1	15.0	13.4	14.1	15.0	14.4	15.1	15.2	14.0	15.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	16.2	15.8	15.5	15.3	15.4	15.4	15.3	15.3	15.4	15.5	15.5	15.5	15.5
Changed Cond:D8	16.0	15.8	15.5	15.3	15.4	15.4	15.3	15.3	15.4	15.5	15.5	15.5	15.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	0.0	-0.1	0.0	-0.1	-0.2	-1.8	-1.1	-0.2	-0.9	-0.3	-0.2	-1.3	-0.2

SUPPLY

* Inexperienced supply S14 Experienced Supply *
* S14=S9+S10+S11+S12+S13 S15= S1+S2+S3+S4+S5 *

Minus

DEMAND

* Predicted Teacher FTE D5 *
* + or - *
* Change in Need for Teachers D6 & D7 *

Equals

* SURPLUS *
* OR *
* SHORTAGE*

Table NSA23

Nova Scotia Anglophone Senior High Drama/Fine Arts
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	4.4	4.3	4.3	4.3	4.2	4.2	4.2	4.2	4.2	4.2	4.3	4.3	4.2
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	0.0	0.0	-0.2	-0.7	0.0	-0.7
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0
Non-teaching:S10	-2.8	-2.8	-2.8	-2.8	-2.8	-2.8	-2.8	-2.8	-2.8	-2.8	-2.8	-2.8	-2.8
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	11.2	11.2	11.2	11.2	11.2	11.2	11.2	11.2	11.2	11.2	11.2	11.2	11.2
Experienced:S15	4.3	4.2	4.2	4.1	4.1	4.1	3.9	4.1	4.1	3.9	3.5	4.2	3.5
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	4.4	4.3	4.3	4.2	4.2	4.2	4.2	4.2	4.2	4.3	4.3	4.2	4.2
Changed Cond:D8	4.3	4.3	4.3	4.2	4.2	4.2	4.2	4.2	4.2	4.3	4.3	4.2	4.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	11.2	11.1	11.2	11.2	11.1	11.1	11.0	11.1	11.1	10.9	10.4	11.2	10.4

```
 ______________________ SUPPLY _______________________
* Inexperienced supply S14        Experienced Supply   *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5  *
* _____________________________________________________*

                        Minus

 ______________________ DEMAND _____________________
*                                                    *
*              Predicted Teacher FTE D5              *
*                      + or -                        *
*         Change in Need for Teachers D6 & D7        *
* ___________________________________________________*

                        Equals
                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * ________*
```

Table NSA24

Nova Scotia Anglophone Senior High Music Teachers
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	24.2	23.7	23.5	23.1	22.8	22.9	22.9	22.8	22.8	22.9	23.1	23.1	23.0
Teacher Loss:S2	-0.7	-0.6	-0.6	-0.6	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5
Retirement:S3	0.0	0.0	-1.8	-0.1	0.0	-0.1	0.0	0.0	-0.2	-0.9	-0.9	-0.1	-2.6
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Experienced:S15	23.5	23.1	21.0	22.3	22.3	22.3	22.4	22.3	22.1	21.5	21.7	22.5	19.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	24.0	23.5	23.1	22.8	22.9	22.9	22.8	22.8	22.9	23.1	23.1	23.0	23.0
Changed Cond:D8	23.7	23.5	23.1	22.8	22.9	22.9	22.8	22.8	22.9	23.1	23.1	23.0	23.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	0.8	0.7	-1.0	0.6	0.4	0.4	0.7	0.5	0.2	-0.6	-0.4	0.5	-2.1

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14      Experienced Supply    *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5   *
* ___________________________________________________ *

                        Minus

 ______________________ DEMAND ____________________
*                                                  *
*              Predicted Teacher FTE D5            *
*                      + or -                      *
*         Change in Need for Teachers D6 & D7      *
* ________________________________________________ *

                        Equals

                       _______
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NSA25

Nova Scotia Anglophone Senior High Industrial Arts
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	100.5	98.6	97.6	95.9	94.7	95.1	95.3	94.7	94.8	95.3	96.1	96.1	95.8
Teacher Loss:S2	-2.7	-2.7	-2.6	-2.6	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1
Retirement:S3	-1.0	-2.9	-0.7	-3.9	-3.2	-4.9	-5.3	-3.0	-2.2	-4.3	-6.8	-6.4	-3.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	3.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0
Non-teaching:S10	-0.6	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0
Immigrants:S7+S11	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	3.4	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0
Experienced:S15	96.8	93.0	94.3	89.4	89.4	88.1	87.9	89.6	90.5	88.9	87.2	87.6	90.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	100.0	97.6	95.9	94.7	95.1	95.3	94.7	94.8	95.3	96.1	96.1	95.8	95.8
Changed Cond:D8	98.6	97.6	95.9	94.7	95.1	95.3	94.7	94.8	95.3	96.1	96.1	95.8	95.8
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	1.6	8.4	11.3	7.8	7.3	5.8	6.2	7.8	8.2	5.8	4.1	4.7	7.9

```
 _______________________ SUPPLY ______________________
* Inexperienced supply S14          Experienced Supply   *
* S14=S9+S10+S11+S12+S13            S15= S1+S2+S3+S4+S5  *
* _____________________________________________________ *

                         Minus

 _______________________ DEMAND ______________________
*                                                       *
*               Predicted Teacher FTE D5                *
*                        + or -                         *
*           Change in Need for Teachers D6 & D7         *
* _____________________________________________________ *

                         Equals
                        ________
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * _______ *
```

Table NSA26

Nova Scotia Anglophone Senior High Home Economics Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	49.3	49.0	47.9	47.1	46.4	46.6	46.7	46.5	46.5	46.7	47.1	47.1	47.0
Teacher Loss:S2	-1.3	-1.3	-1.3	-1.3	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0
Retirement:S3	0.0	-1.3	0.0	-1.3	0.0	-1.4	-1.6	-1.1	-0.7	-2.2	-4.5	-2.3	-4.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0
Non-teaching:S10	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4
Immigrants:S7+S11	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	6.1	6.1	6.1	6.1	6.1	6.1	6.1	6.1	6.1	6.1	6.1	6.1	6.1
Experienced:S15	48.0	46.4	46.6	44.5	45.4	44.2	44.1	44.3	44.8	43.5	41.6	43.8	41.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	49.1	47.9	47.1	46.4	46.6	46.7	46.5	46.5	46.7	47.1	47.1	47.0	47.0
Changed Cond:D8	49.0	47.9	47.1	46.4	46.6	46.7	46.5	46.5	46.7	47.1	47.1	47.0	47.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	5.1	4.6	5.6	4.1	4.9	3.6	3.7	3.9	4.1	2.5	0.5	2.9	0.7

SUPPLY

* Inexperienced supply S14 Experienced Supply *
* S14=S9+S10+S11+S12+S13 S15= S1+S2+S3+S4+S5 *

Minus

DEMAND

* Predicted Teacher FTE D5 *
* + or - *
* Change in Need for Teachers D6 & D7 *

Equals

* SURPLUS *
* OR *
* SHORTAGE*

Table NSA27

Nova Scotia Anglophone Senior High Special Education
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	53.7	53.1	53.3	53.2	52.7	53.0	53.0	53.0	53.0	53.0	53.0	52.9	52.9
Teacher Loss:S2	-1.4	-1.4	-1.4	-1.4	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2
Retirement:S3	-0.7	-0.2	0.0	-1.3	-0.6	-2.0	-3.9	-1.8	-1.3	-1.2	-1.6	-1.8	-0.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Experienced:S15	51.5	51.5	51.9	50.4	50.9	49.8	48.0	50.0	50.6	50.7	50.3	50.0	51.5
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	53.8	53.3	53.2	52.7	53.0	53.0	53.0	53.0	53.0	53.0	52.9	52.9	52.9
Changed Cond:D8	53.1	53.3	53.2	52.7	53.0	53.0	53.0	53.0	53.0	53.0	52.9	52.9	52.9
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-1.1	-1.3	-0.8	-1.7	-1.5	-2.7	-4.5	-2.5	-1.9	-1.8	-2.1	-2.4	-0.8

```
 _____________________ SUPPLY _____________________
* Inexperienced supply S14       Experienced Supply     *
* S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5    *
* ______________________________________________________*

                        Minus

 _____________________ DEMAND ___________________
*                                                 *
*              Predicted Teacher FTE D5           *
*                       + or -                    *
*          Change in Need for Teachers D6 & D7    *
* ________________________________________________*

                        Equals
                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NSA28

Nova Scotia Anglophone Senior High - Other Subjects
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	161.4	158.4	156.9	154.2	152.1	152.8	153.1	152.2	152.4	153.1	154.4	154.4	154.0
Teacher Loss:S2	-4.4	-4.3	-4.2	-4.2	-3.3	-3.4	-3.4	-3.3	-3.4	-3.4	-3.4	-3.4	-3.4
Retirement:S3	-2.7	-5.5	-7.2	-0.8	-4.9	-6.2	-3.2	-6.7	-5.0	-4.8	-7.2	-7.3	-7.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Experienced:S15	154.4	148.6	145.5	149.2	143.9	143.2	146.5	142.1	144.0	144.9	143.8	143.7	143.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	160.7	156.9	154.2	152.1	152.8	153.1	152.2	152.4	153.1	154.4	154.4	154.0	154.0
Changed Cond:D8	158.4	156.9	154.2	152.1	152.8	153.1	152.2	152.4	153.1	154.4	154.4	154.0	154.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-2.4	-6.7	-7.1	-1.3	-7.3	-8.3	-4.1	-8.7	-7.5	-7.9	-9.0	-8.7	-8.8

```
 ________________________ SUPPLY ________________________
* Inexperienced supply S14          Experienced Supply    *
* S14=S9+S10+S11+S12+S13            S15= S1+S2+S3+S4+S5   *
*________________________________________________________*

                          Minus

 ________________________ DEMAND ________________________
*                                                        *
*                 Predicted Teacher FTE D5               *
*                          + or -                        *
*            Change in Need for Teachers D6 & D7         *
*________________________________________________________*

                          Equals
                         ________
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * ________*
```

Table NSA29

Nova Scotia Anglophone Senior High Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	58.8	57.7	56.4	55.4	54.7	54.9	55.0	54.7	54.7	55.0	55.5	55.5	55.3
Teacher Loss:S2	-1.6	-1.6	-1.5	-1.5	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2	-1.2
Retirement:S3	-3.5	-0.7	-5.2	-3.0	-2.5	-3.1	-3.1	-3.2	-3.9	-7.6	-1.8	-3.0	-2.8
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Experienced:S15	53.7	55.5	49.6	50.9	51.0	50.6	50.7	50.3	49.6	46.2	52.5	51.3	51.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	57.7	56.4	55.4	54.7	54.9	55.0	54.7	54.7	55.0	55.5	55.5	55.3	55.3
Changed Cond:D8	57.7	56.4	55.4	54.7	54.9	55.0	54.7	54.7	55.0	55.5	55.5	55.3	55.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-3.4	-0.3	-5.2	-3.2	-3.4	-3.8	-3.4	-3.9	-4.8	-8.7	-2.5	-3.5	-3.4

SUPPLY

* Inexperienced supply S14 Experienced Supply *
* S14=S9+S10+S11+S12+S13 S15= S1+S2+S3+S4+S5 *

Minus

DEMAND

* Predicted Teacher FTE D5 *
* + or - *
* Change in Need for Teachers D6 & D7 *

Equals

* SURPLUS *
* OR *
* SHORTAGE*

Table NSA30

Nova Scotia Anglophone Senior High Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	67.9	66.6	65.0	63.9	63.0	63.3	63.5	63.1	63.1	63.5	64.0	64.0	63.8
Teacher Loss:S2	-1.8	-1.8	-1.8	-1.7	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4	-1.4
Retirement:S3	-2.0	-1.5	-1.0	-4.0	-4.8	-3.9	-3.1	-4.2	-5.2	-5.6	-4.3	-11.1	-5.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Experienced:S15	64.0	63.3	62.3	58.2	56.9	58.0	59.0	57.5	56.6	56.5	58.3	51.5	57.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	66.6	65.0	63.9	63.0	63.3	63.5	63.1	63.1	63.5	64.0	64.0	63.8	63.8
Changed Cond:D8	66.6	65.0	63.9	63.0	63.3	63.5	63.1	63.1	63.5	64.0	64.0	63.8	63.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-1.9	-1.1	-1.0	-4.2	-5.8	-4.8	-3.4	-5.0	-6.2	-6.9	-5.1	-11.7	-5.7

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSA31

Nova Scotia Anglophone Senior High Guidance Counselors (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	87.6	85.9	85.0	83.6	82.4	82.8	83.0	82.5	82.6	83.0	83.7	83.7	83.5
Teacher Loss:S2	-2.4	-2.3	-2.3	-2.3	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8
Retirement:S3	-0.8	-2.3	-3.7	-2.1	-4.9	-3.3	-3.7	-4.9	-5.7	-7.1	-7.2	-4.8	-4.1
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Experienced:S15	84.4	81.3	79.0	79.2	75.7	77.7	77.5	75.8	75.1	74.1	74.6	77.1	77.5
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-1.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	87.1	85.0	83.6	82.4	82.8	83.0	82.5	82.6	83.0	83.7	83.7	83.5	83.5
Changed Cond:D8	85.9	85.0	83.6	82.4	82.8	83.0	82.5	82.6	83.0	83.7	83.7	83.5	83.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-0.6	-2.9	-3.7	-2.4	-6.2	-4.4	-4.2	-6.0	-7.1	-8.8	-8.2	-5.5	-5.1

```
 ______________________ SUPPLY ____________________
* Inexperienced supply S14      Experienced Supply     *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5    *
* _____________________________________________________*

                        Minus

 ______________________ DEMAND ____________________
*                                                      *
*              Predicted Teacher FTE D5                *
*                       + or -                         *
*           Change in Need for Teachers D6 & D7        *
* _____________________________________________________*

                        Equals
                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NSA32

Nova Scotia Anglophone Senior High Librarians (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	39.4	38.6	38.3	37.6	37.1	37.3	37.4	37.1	37.2	37.4	37.7	37.7	37.6
Teacher Loss:S2	-1.1	-1.0	-1.0	-1.0	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8
Retirement:S3	-1.4	-1.0	-0.5	-1.3	-2.0	-2.5	-2.5	-0.7	-0.5	-1.0	-0.9	-4.6	-2.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Experienced:S15	36.9	36.6	36.8	35.3	34.3	34.0	34.0	35.6	35.9	35.5	35.9	32.3	34.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	39.2	38.3	37.6	37.1	37.3	37.4	37.1	37.2	37.4	37.7	37.7	37.6	37.6
Changed Cond:D8	38.6	38.3	37.6	37.1	37.3	37.4	37.1	37.2	37.4	37.7	37.7	37.6	37.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-1.3	-1.3	-0.5	-1.4	-2.6	-3.0	-2.7	-1.2	-1.1	-1.8	-1.3	-4.9	-2.9

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
* ______________________________________________________ *

                          Minus

 ______________________ DEMAND ______________________
*                                                        *
*               Predicted Teacher FTE D5                 *
*                        + or -                          *
*          Change in Need for Teachers D6 & D7           *
* ______________________________________________________ *

                          Equals
                         ________
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * ________*
```

Table NSF1

Nova Scotia Elementary Regular Francophone Teachers: FTE
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	107.7	107.7	107.8	107.1	109.2	109.2	109.2	109.2	109.2	109.2	109.2	109.2	109.2
Teacher Loss:S2	-1.8	-1.8	-1.8	-1.8	-1.3	-1.3	-1.3	-1.3	-1.3	-1.3	-1.3	-1.3	-1.3
Retirement:S3	-3.7	-3.8	-1.2	-2.0	-2.1	-3.0	-5.0	-6.3	-4.0	-5.4	-2.6	-3.0	-2.3
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	5.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Non-teaching:S1	-1.0	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6
Immigrants:S7+S	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	5.1	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5
Experienced:S15	102.2	102.1	104.8	103.2	105.8	104.9	102.9	101.6	103.9	102.5	105.3	104.9	105.6
CHANGE													
Curr change:D6	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	107.4	107.8	107.1	109.2	109.2	109.2	109.2	109.2	109.2	109.2	109.2	109.2	109.2
Changed Cond:D8	107.7	107.8	107.1	109.2	109.2	109.2	109.2	109.2	109.2	109.2	109.2	109.2	109.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	-0.5	1.8	5.2	1.6	4.1	3.2	1.2	-0.1	2.2	0.8	3.6	3.2	3.9

```
  ______________________ SUPPLY ______________________
* Inexperienced supply S14      Experienced Supply    *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5   *
* ____________________________________________________*

                        Minus

  ______________________ DEMAND ____________________
*                                                   *
*              Predicted Teacher FTE D5             *
*                      + or -                       *
*         Change in Need for Teachers D6 & D7       *
* __________________________________________________*

                        Equals

                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * ________*
```

Table NSF2

Nova Scotia Elementary Other Francophone Teacherrs (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	23.2	23.2	23.3	23.1	23.6	23.6	23.6	23.6	23.6	23.6	23.6	23.6	23.6
Teacher Loss:S2	-0.4	-0.4	-0.4	-0.4	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3
Retirement:S3	-0.1	-0.2	-1.2	0.0	-0.2	0.0	0.0	-0.1	0.0	-0.7	-3.3	-2.2	-1.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Experienced:S15	22.7	22.6	21.7	22.7	23.1	23.3	23.3	23.2	23.3	22.6	20.0	21.1	22.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	23.2	23.3	23.1	23.6	23.6	23.6	23.6	23.6	23.6	23.6	23.6	23.6	23.6
Changed Cond:D8	23.2	23.3	23.1	23.6	23.6	23.6	23.6	23.6	23.6	23.6	23.6	23.6	23.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	-0.3	-0.4	-1.2	-0.6	-0.3	-0.1	-0.1	-0.2	-0.1	-0.8	-3.4	-2.3	-1.3

SUPPLY

Inexperienced supply S14 — S14=S9+S10+S11+S12+S13

Experienced Supply — S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSF3

Nova Scotia Francophone Elementary Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	6.9	6.9	6.9	6.8	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	-0.3	-1.1	0.0	0.0	0.0	-0.5	-0.7	0.0	0.0	0.0	-1.2	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	6.7	6.4	5.7	6.7	6.9	6.9	6.4	6.2	6.9	6.9	6.9	5.7	6.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	6.9	6.9	6.8	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0
Changed Cond:D8	6.9	6.9	6.8	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	-0.1	-0.4	-1.1	-0.2	0.0	0.0	-0.5	-0.7	0.0	0.0	0.0	-1.2	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSF4

Nova Scotia Francophone Elementary Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.3	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.3	0.6	0.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Changed Cond:D8	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.3	0.0	0.0

```
  ______________________ SUPPLY ______________________
* Inexperienced supply S14       Experienced Supply    *
* S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5   *
* ____________________________________________________ *

                        Minus

   _____________________ DEMAND ____________________
*                                                    *
*                Predicted Teacher FTE D5            *
*                        + or -                      *
*           Change in Need for Teachers D6 & D7      *
* ___________________________________________________ *

                        Equals

                      ________
                    * SURPLUS *
                    *   OR    *
                    * SHORTAGE*
                    * _______ *
```

Table NSF6

Nova Scotia Francophone Junior High Regular Teachers:FTE
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	26.1	28.1	28.5	29.9	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3
Teacher Loss:S2	-0.4	-0.5	-0.5	-0.5	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3
Retirement:S3	0.0	0.0	-0.6	0.0	-1.0	0.0	-0.2	-2.7	0.0	-0.3	-1.4	-0.3	-0.7
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Experienced:S15	25.7	27.6	27.5	29.4	27.0	28.0	27.8	25.3	28.0	27.7	26.6	27.7	27.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	28.1	28.5	29.9	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3
Changed Cond:D8	28.1	28.5	29.9	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	-2.1	-0.7	-2.2	1.3	-1.1	-0.1	-0.3	-2.8	-0.1	-0.4	-1.5	-0.4	-0.8

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSF7

Nova Scotia Francophone Junior High Other Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	7.1	7.6	7.8	8.1	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	0.0	-1.0	-0.1	0.0	0.0	0.0	-0.1	-0.1	-0.3	0.0	-0.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	7.0	7.5	7.6	7.0	7.5	7.6	7.6	7.6	7.5	7.5	7.3	7.6	7.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	7.6	7.8	8.1	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7
Changed Cond:D8	7.6	7.8	8.1	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7	7.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	-0.6	-0.2	-0.4	-0.6	-0.1	0.0	0.0	0.0	-0.1	-0.1	-0.3	0.0	-0.5

```
         ______________________ SUPPLY ______________________
       * Inexperienced supply S14      Experienced Supply     *
       * S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5    *
       * ____________________________________________________ *

                               Minus

         ______________________ DEMAND ____________________
       *                                                    *
       *              Predicted Teacher FTE D5              *
       *                       + or -                       *
       *         Change in Need for Teachers D6 & D7        *
       * __________________________________________________ *

                               Equals
                              _______
                            * SURPLUS *
                            *   OR    *
                            * SHORTAGE*
                            * _______ *
```

Table NSF8

Nova Scotia Francophone Junior High Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	5.0	5.3	5.4	5.7	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	-0.3	-0.4	0.0	0.0	0.0	-1.9	0.0	0.0	0.0	0.0	-0.3	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	4.9	4.9	4.9	5.6	5.3	5.3	3.4	5.3	5.3	5.3	5.3	5.0	5.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	5.3	5.4	5.7	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
Changed Cond:D6	5.3	5.4	5.7	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	-0.4	-0.4	-0.7	0.3	0.0	0.0	-1.9	0.0	0.0	0.0	0.0	-0.3	0.0

```
 ________________________ SUPPLY _________________________
* Inexperienced supply S14          Experienced Supply    *
* S14=S9+S10+S11+S12+S13            S15= S1+S2+S3+S4+S5   *
* ________________________________________________________*

                         Minus

 ________________________ DEMAND _______________________
*                                                       *
*               Predicted Teacher FTE D5                *
*                         + or -                        *
*           Change in Need for Teachers D6 & D7         *
*_______________________________________________________*

                         Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NSF9

Nova Scotia Francophone Junior High Vice-Principals:FTE
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	1.9	2.0	2.0	2.1	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	-0.3	0.0	0.0	0.0	0.0	-0.5	0.0	0.0	-0.3	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	1.8	2.0	1.7	2.1	2.0	2.0	2.0	1.5	2.0	2.0	1.7	2.0	2.0
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	2.0	2.0	2.1	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Changed Cond:D8	2.0	2.0	2.1	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	-0.2	0.0	-0.4	0.1	0.0	0.0	0.0	-0.5	0.0	0.0	-0.3	0.0	0.0

```
 ______________________ SUPPLY _____________________
* Inexperienced supply S14        Experienced Supply    *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5   *
* _____________________________________________________ *

                        Minus

  ____________________ DEMAND ____________________
*                                                   *
*              Predicted Teacher FTE D5             *
*                      + or -                       *
*         Change in Need for Teachers D6 & D7       *
* _________________________________________________ *

                        Equals

                      ________
                    * SURPLUS *
                    *   OR    *
                    * SHORTAGE*
                    * _______ *
```

Table NSF11

Nova Scotia Francophone Senior High Math Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	1.0	1.0	1.0	1.0	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	-0.2	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.8	0.8	1.0	1.0	1.0
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	1.0	1.0	1.0	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
Changed Cond:D8	1.0	1.0	1.0	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	0.1	0.0	0.0	-0.1	0.0	0.0	0.0	0.0	-0.2	-0.2	0.0	0.0	0.0

```
          ____________________ SUPPLY ____________________
        * Inexperienced supply S14      Experienced Supply    *
        * S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5   *
        * ____________________________________________________*

                               Minus

          ____________________ DEMAND ____________________
        *                                                     *
        *              Predicted Teacher FTE D5               *
        *                       + or -                        *
        *          Change in Need for Teachers D6 & D7        *
        * ____________________________________________________*

                               Equals
                              _______
                            * SURPLUS *
                            *   OR    *
                            * SHORTAGE*
                            * _______ *
```

Table NSF13

Nova Scotia Francophone Senior High French Teachers:FTE
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	8.1	7.6	7.7	7.6	8.2	8.2	8.2	8.2	8.2	8.2	8.2	8.2	8.2
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	-0.5	0.0	-0.2	-0.6	0.0	-1.0	0.0	0.0	-0.5	-0.2	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	3.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Non-teaching:Si	-0.6	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0
Immigrants:S7+S	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	2.5	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
Experienced:S15	7.9	7.5	7.1	7.5	7.9	7.5	8.1	7.1	8.1	8.1	7.6	7.9	8.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	7.5	7.7	7.6	8.2	8.2	8.2	8.2	8.2	8.2	8.2	8.2	8.2	8.2
Changed Cond:D8	7.6	7.7	7.6	8.2	8.2	8.2	8.2	8.2	8.2	8.2	8.2	8.2	8.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	2.8	3.9	3.5	3.4	3.8	3.4	4.0	3.0	4.0	4.0	3.5	3.8	4.0

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply      *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5     *
* ____________________________________________________ *

                          Minus

 _____________________ DEMAND _____________________
*                                                      *
*                 Predicted Teacher FTE D5             *
*                          + or -                      *
*           Change in Need for Teachers D6 & D7        *
* ____________________________________________________ *

                          Equals

                        ________
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NSF15

Nova Scotia Francophone Senior High Social Studies Teachers: FTE
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	4.5	4.2	4.2	4.2	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	0.0	-0.5	-0.1	0.0	0.0	-0.5	0.0	-0.2	-0.5	-0.4	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	4.4	4.1	4.2	3.6	4.4	4.5	4.5	4.0	4.5	4.3	4.0	4.1	4.5
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	4.2	4.2	4.2	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
Changed Cond:D8	4.2	4.2	4.2	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	0.2	-0.1	0.0	-0.9	-0.1	0.0	0.0	-0.5	0.0	-0.2	-0.5	-0.4	0.0

SUPPLY

Inexperienced supply S14 — Experienced Supply
S14=S9+S10+S11+S12+S13 — S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSF16

Nova Scotia Francophone Senior High Biology Teachers:FTE
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S5										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.7	0.9	0.9	0.9	0.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Changed Cond:D8	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	0.0	0.0	0.0	-0.1	0.0	0.0	0.0	0.0	-0.2	0.0	0.0	0.0	0.0

```
 ______________________ SUPPLY _______________________
* Inexperienced supply S14        Experienced Supply   *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5  *
*_____________________________________________________*

                        Minus

 ______________________ DEMAND _____________________
*                                                   *
*              Predicted Teacher FTE D5             *
*                       + or -                      *
*         Change in Need for Teachers D6 & D7       *
*___________________________________________________*

                        Equals
                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NSF17

Nova Scotia Francophone Senior High Chemistry Teachers
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	ERR
Changed Cond:D8	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	ERR
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	ERR

```
  _____________________ SUPPLY _____________________
* Inexperienced supply S14      Experienced Supply   *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5  *
* ________________________________________________   *

                       Minus

  _____________________ DEMAND _____________________
*                                                    *
*              Predicted Teacher FTE D5              *
*                       + or -                       *
*         Change in Need for Teachers D6 & D7        *
* ________________________________________________   *

                       Equals

                     ________
                   * SURPLUS *
                   *   OR    *
                   * SHORTAGE*
                   * _______ *
```

Table NSP18

Nova Scotia Francophone Senior High Physics Teachers:FTE
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.0	0.2	0.2	0.2	0.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Changed Cond:D8	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14 S14=S9+S10+S11+S12+S13	Experienced Supply S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSF19

Nova Scotia Francophone Teachers of Other Subjects (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.2	0.4	0.4	0.4	0.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Changed Cond:D8	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14 — Experienced Supply
S14=S9+S10+S11+S12+S13 — S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSF28

Nova Scotia Francophone Senior High: Other Subjects:FTE
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Changed Cond:D8	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

```
 ______________________ SUPPLY _______________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
* _____________________________________________________*

                         Minus

 ____________________ DEMAND ____________________
*                                                  *
*            Predicted Teacher FTE D5              *
*                    + or -                        *
*      Change in Need for Teachers D6 & D7         *
* ________________________________________________*

                         Equals

                       _______
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______*
```

Table NSF29

Nova Scotia Francophone Senior High Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	2.7	2.5	2.6	2.5	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	-0.3	0.0	0.0	-0.8	0.0	-0.4	0.0	0.0	0.0	-1.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	2.6	2.2	2.5	2.5	1.9	2.7	2.3	2.7	2.7	2.7	1.7	2.7	2.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	2.5	2.6	2.5	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
Changed Cond:D8	2.5	2.6	2.5	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	0.1	-0.3	0.0	-0.2	-0.8	0.0	-0.4	0.0	0.0	0.0	-1.0	0.0	0.0

SUPPLY

* Inexperienced supply S14 Experienced Supply *
* S14=S9+S10+S11+S12+S13 S15= S1+S2+S3+S4+S5 *

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSF30

Nova Scotia Francophone Senior High Vice-Principals: FTE
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	1.6	1.5	1.5	1.5	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	-0.9	-0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.3	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	1.5	0.5	1.2	1.4	1.6	1.6	1.6	1.6	1.6	1.6	1.3	1.6	1.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	1.5	1.5	1.5	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Changed Cond:D8	1.5	1.5	1.5	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	0.1	-0.9	-0.3	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	-0.3	0.0	0.0

```
   _____________________ SUPPLY ____________________
 * Inexperienced supply S14      Experienced Supply    *
 * S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5   *
 * ____________________________________________________*

                        Minus

   ____________________ DEMAND ___________________
 *                                                  *
 *              Predicted Teacher FTE D5            *
 *                      + or -                      *
 *         Change in Need for Teachers D6 & D7      *
 * _________________________________________________*

                        Equals

                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NSI1

Nova Scotia Elementary Regular Immersion Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	123.1	121.4	112.4	106.6	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2
Teacher Loss:S2	-8.9	-8.7	-8.1	-7.7	-6.3	-6.3	-6.3	-6.3	-6.3	-6.3	-6.3	-6.3	-6.3
Retirement:S3	-1.0	0.0	-2.0	0.0	0.0	-4.8	-2.0	-1.0	-1.0	0.0	-1.8	-3.0	-2.8
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	28.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0
Non-teaching:S10	-5.6	-7.8	-7.8	-7.8	-7.8	-7.8	-7.8	-7.8	-7.8	-7.8	-7.8	-7.8	-7.8
Immigrants:S7+S11	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	23.6	32.4	32.4	32.4	32.4	32.4	32.4	32.4	32.4	32.4	32.4	32.4	32.4
Experienced:S15	113.2	112.7	102.3	98.9	91.9	87.1	89.9	90.9	90.9	91.9	90.1	88.9	89.1
CHANGE													
Curr change:D6	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	120.9	112.4	106.6	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2
Changed Cond:D8	121.4	112.4	106.6	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply-Demand	15.4	32.7	28.1	33.2	26.1	21.3	24.1	25.1	25.1	26.1	24.3	23.1	23.3

SUPPLY

* Inexperienced supply S14 Experienced Supply *
* S14=S9+S10+S11+S12+S13 S15= S1+S2+S3+S4+S5 *

Minus

DEMAND

* Predicted Teacher FTE D5 *
* + or - *
* Change in Need for Teachers D6 & D7 *

Equals

* SURPLUS *
* OR *
* SHORTAGE*

Table NSI2

Nova Scotia Elementary Other Immersion Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	5.8	6.8	6.3	6.0	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
Teacher Loss:S2	-0.5	-0.5	-0.5	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4
Retirement:S3	0.0	-1.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.4	-0.1	-0.1	0.0	-0.6
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	6.4	5.3	5.8	5.5	5.1	5.1	5.1	5.1	4.7	5.0	5.0	5.1	4.5
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	6.8	6.3	6.0	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
Changed Cond:D8	6.8	6.3	6.0	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply-Demand	-0.3	-0.9	-0.1	0.1	-0.3	-0.3	-0.3	-0.3	-0.7	-0.4	-0.4	-0.3	-0.9

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSI6

Nova Scotia Immersion Junior High Regular Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	45.9	51.5	58.9	62.4	66.0	66.0	66.0	66.0	66.0	66.0	66.0	66.0	66.0
Teacher Loss:S2	-3.3	-3.7	-4.2	-4.5	-4.2	-4.2	-4.2	-4.2	-4.2	-4.2	-4.2	-4.2	-4.2
Retirement:S3	0.0	-0.4	0.0	0.0	0.0	-0.4	0.0	0.0	0.0	-2.0	-0.6	-3.0	-1.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Experienced:S15	42.6	47.4	54.7	57.9	61.8	61.4	61.8	61.8	61.8	59.8	61.2	58.8	60.8
CHANGE													
Curr change:D6	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	51.4	58.9	62.4	66.0	66.0	66.0	66.0	66.0	66.0	66.0	66.0	66.0	66.0
Changed Cond:D8	51.5	58.9	62.4	66.0	66.0	66.0	66.0	66.0	66.0	66.0	66.0	66.0	66.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply-Demand	-8.5	-11.0	-7.2	-7.6	-3.7	-4.1	-3.7	-3.7	-3.7	-5.7	-4.3	-6.7	-4.7

```
 _____________________ SUPPLY ______________________
* Inexperienced supply S14       Experienced Supply        *
* S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5       *
* __________________________________________________       *

                         Minus

 _____________________ DEMAND _____________________
*                                                          *
*               Predicted Teacher FTE D5                   *
*                        + or -                            *
*            Change in Need for Teachers D6 & D7           *
* __________________________________________________       *

                         Equals

                       _______
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NSI7

Nova Scotia Immersion Junior High Other Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	3.7	4.2	4.8	5.1	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
Teacher Loss:S2	-0.3	-0.3	-0.3	-0.4	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3
Retirement:S3	0.0	-0.1	0.0	0.0	0.0	0.0	-0.1	0.0	0.0	-0.1	-0.4	-0.2	-0.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	3.5	3.8	4.5	4.7	5.1	5.1	5.0	5.1	5.1	5.0	4.7	4.9	4.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	4.2	4.8	5.1	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
Changed Cond:D8	4.2	4.8	5.1	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply-Demand	-0.7	-1.0	-0.6	-0.6	-0.3	-0.3	-0.4	-0.3	-0.3	-0.4	-0.7	-0.5	-0.5

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSI8

Nova Scotia Immersion Junior High Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.9	1.0	1.1	1.2	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-1.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.8	0.9	1.1	1.1	1.2	1.2	1.2	0.2	1.2	1.2	1.2	1.2	1.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1.0	1.1	1.2	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Changed Cond:D8	1.0	1.1	1.2	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply-Demand	-0.2	-0.2	-0.1	-0.1	-0.1	-0.1	-0.1	-1.1	-0.1	-0.1	-0.1	-0.1	-0.1

SUPPLY

Inexperienced supply S14 — Experienced Supply

S14=S9+S10+S11+S12+S13 — S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

```
* _______ *
```

Table NSI9

Nova Scotia Immersion Junior High Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.4	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.4	0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Changed Cond:D8	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply-Demand	-0.1	-0.1	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14      Experienced Supply          *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5         *
* __________________________________________________        *

                         Minus

 ______________________ DEMAND ____________________
*                                                           *
*                 Predicted Teacher FTE D5                  *
*                          + or -                           *
*          Change in Need for Teachers D6 & D7              *
* __________________________________________________        *

                         Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NSI13

Nova Scotia Immersion Senior High French Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	2.7	2.5	1.9	1.8	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1
Teacher Loss:S2	-0.2	-0.2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	20.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0
Non-teaching:S10	-4.0	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	16.0	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6
Experienced:S15	2.5	2.3	1.7	1.7	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	2.5	1.9	1.8	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1
Changed Cond:D8	2.5	1.9	1.8	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply-Demand	16.0	18.0	17.5	17.2	17.5	17.5	17.5	17.5	17.5	17.5	17.5	17.5	17.5

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSI15

Nova Scotia Immersion Senior High Social Studies Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	2.5	2.3	1.8	1.7	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Teacher Loss:S2	-0.2	-0.2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.5	-0.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	2.3	2.2	1.6	1.6	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.4	1.5
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	2.3	1.8	1.7	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Changed Cond:D8	2.3	1.8	1.7	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply-Demand	0.0	0.4	-0.1	-0.4	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.6	-0.5

SUPPLY

Inexperienced supply S14
S14=S9+S10+S11+S12+S13

Experienced Supply
S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSI16

Nova Scotia Immersion Senior High Biology Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	1.6	1.5	1.1	1.1	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.5	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	1.5	1.4	1.0	1.0	1.2	1.2	1.2	1.2	1.2	0.7	1.2	1.2	1.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1.5	1.1	1.1	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Changed Cond:D8	1.5	1.1	1.1	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply-Demand	0.0	0.3	0.0	-0.2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.6	-0.1	-0.1	-0.1

```
_____________________ SUPPLY ______________________
* Inexperienced supply S14      Experienced Supply        *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5       *
* ___________________________________________________     *

                          Minus

_____________________ DEMAND ______________________
*                                                          *
*               Predicted Teacher FTE D5                   *
*                        + or -                            *
*         Change in Need for Teachers D6 & D7              *
* ___________________________________________________      *

                         Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NSI17

Nova Scotia Immersion Senior High Chemistry Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.8	0.7	0.6	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Teacher Loss:S2	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.5	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.7	0.7	0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.1	0.6	0.6	0.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.7	0.6	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Changed Cond:D8	0.7	0.6	0.5	0.6	0.6	0.6	0.6	0.6	0.5	0.6	0.6	0.6	0.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply-Demand	0.0	0.1	0.0	-0.1	0.0	0.0	0.0	0.0	0.0	-0.5	0.0	0.0	0.0

SUPPLY

* Inexperienced supply S14 Experienced Supply *
* S14=S9+S10+S11+S12+S13 S15= S1+S2+S3+S4+S5 *

Minus

DEMAND

* Predicted Teacher FTE D5 *
* + or - *
* Change in Need for Teachers D6 & D7 *

Equals

* SURPLUS *
* OR *
* SHORTAGE*

Table NSI21

Nova Scotia Immersion Senior High Business Education Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.5	0.4	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	-0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.4	0.4	0.3	0.3	0.3	0.0	0.3	0.3	0.3	0.3	0.3	0.3	0.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.4	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Changed Cond:D8	0.4	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply-Demand	0.0	0.1	0.0	-0.1	0.0	-0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0

SUPPLY

* Inexperienced supply S14 Experienced Supply *
* S14=S9+S10+S11+S12+S13 S15= S1+S2+S3+S4+S5 *

Minus

DEMAND

* Predicted Teacher FTE D5 *
* + or - *
* Change in Need for Teachers D6 & D7 *

Equals

* SURPLUS *
* OR *
* SHORTAGE*

Table PEIANG1

Prince Edward Island Elementary Regular Anglophone Teachers Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	521.9	532.0	523.8	523.0	522.8	521.0	520.7	516.4	513.8	510.2	502.0	491.1	480.8
Teacher Loss:S2	-13.0	-13.3	-13.1	-13.1	-13.1	-13.0	-13.0	-12.9	-12.8	-12.8	-12.5	-12.3	-12.0
Retirement:S3	-14.6	-9.7	-13.0	-13.6	-13.3	-21.4	-14.9	-19.1	-11.5	-18.1	-22.9	-26.5	-39.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0
Non-teaching:S10	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4
Immigrants:S7+S11	7.4	7.3	7.3	7.3	7.3	7.3	7.2	7.2	7.1	7.0	6.9	6.7	6.6
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	25.0	24.9	24.9	24.9	24.9	24.9	24.8	24.8	24.7	24.6	24.5	24.3	24.2
Experienced:S15	494.2	509.0	497.7	496.3	496.4	486.6	492.8	484.4	489.5	479.4	466.5	452.3	429.8
CHANGE													
Curr change:D6	11.2	2.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	520.8	521.0	523.0	522.8	521.0	520.7	516.4	513.8	510.2	502.0	491.1	480.8	472.0
Changed Cond:D6	532.0	523.8	523.0	522.8	521.0	520.7	516.4	513.8	510.2	502.0	491.1	480.8	472.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-12.7	10.1	-0.4	-1.6	0.3	-9.3	1.2	-4.6	4.0	2.0	-0.1	-4.2	-18.0

```
  _________________________ SUPPLY _________________________
* Inexperienced supply S14          Experienced Supply       *
* S14=S9+S10+S11+S12+S13            S15= S1+S2+S3+S4+S5      *
* _________________________________________________________ *

                           Minus

  ______________________ DEMAND ______________________
*                                                      *
*              Predicted Teacher FTE D5                *
*                        + or -                        *
*        Change in Need for Teachers D6 & D7           *
* ____________________________________________________ *

                           Equals

                         ________
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * ________*
```

TABLE PEIANG2

Prince Edward Island Elementary Other Anglophone Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	90.4	91.2	91.2	91.6	91.5	91.2	91.2	90.4	90.0	89.3	87.9	86.0	84.2
Teacher Loss:S2	-2.3	-2.3	-2.3	-2.3	-2.3	-2.3	-2.3	-2.3	-2.2	-2.2	-2.2	-2.1	-2.1
Retirement:S3	-1.0	0.0	0.0	-7.1	-1.0	-1.0	-1.0	-1.7	-2.0	-3.8	-6.0	-3.6	-2.7
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.2	1.2	1.2	1.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.2	1.2	1.2	1.2
Experienced:S15	87.1	88.9	89.0	82.2	88.3	88.0	87.9	86.5	85.7	83.3	79.7	80.2	79.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	91.2	91.2	91.6	91.5	91.2	91.2	90.4	90.0	89.3	87.9	86.0	84.2	82.7
Changed Cond:D8	91.2	91.2	91.6	91.5	91.2	91.2	90.4	90.0	89.3	87.9	86.0	84.2	82.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-2.8	-1.0	-1.4	-8.1	-1.7	-2.0	-1.3	-2.2	-2.4	-3.4	-5.1	-2.8	-2.1

```
  _________________________ SUPPLY _________________________
* Inexperienced supply S14          Experienced Supply      *
* S14=S9+S10+S11+S12+S13            S15= S1+S2+S3+S4+S5     *
* __________________________________________________________*

                           Minus

  _________________________ DEMAND _________________________
*                                                           *
*                 Predicted Teacher FTE D5                  *
*                          + or -                           *
*           Change in Need for Teachers D6 & D7             *
* __________________________________________________________*

                           Equals

                         ________
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * ________*
```

TABLE PEIANG3

Prince Edward Island Elementary Anglophone Principals (F E)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	23.0	23.2	23.2	23.3	23.3	23.2	23.2	23.0	22.9	22.8	22.4	21.9	21.4
Teacher Loss:S2	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.5	-0.5
Retirement:S3	-0.9	-2.9	-1.0	-0.4	-2.8	-2.2	-0.8	-0.5	-1.2	-0.3	-0.5	-2.0	-2.6
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Experienced:S15	21.6	19.8	21.7	22.3	19.9	20.5	21.8	22.0	21.1	21.9	21.3	19.4	18.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	23.2	23.2	23.3	23.3	23.2	23.2	23.0	22.9	22.8	22.4	21.9	21.4	21.1
Changed Cond:D8	23.2	23.2	23.3	23.3	23.2	23.2	23.0	22.9	22.8	22.4	21.9	21.4	21.1
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-1.4	-3.2	-1.3	-0.6	-3.0	-2.4	-0.9	-0.6	-1.3	-0.2	-0.3	-1.8	-2.4

```
  _______________________ SUPPLY _______________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
*                                                        *
  ______________________________________________________

                         Minus

  _______________________ DEMAND _____________________
*                                                      *
*               Predicted Teacher FTE D5               *
*                        + or -                        *
*          Change in Need for Teachers D6 & D7         *
*                                                      *
  ____________________________________________________

                         Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

TABLE PEIANG4

Prince Edward Island Elementary Anglophone Vice-Principals (FTE) Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	6.7	6.7	6.7	6.8	6.8	6.7	6.7	6.7	6.6	6.6	6.5	6.3	6.2
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	-1.6	-0.8	0.0	0.0	-0.4	-1.0	-1.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	6.5	6.6	6.6	6.6	6.6	6.6	5.0	5.7	6.5	6.4	5.9	5.2	5.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	6.7	6.7	6.8	6.8	6.7	6.7	6.7	6.6	6.6	6.5	6.3	6.2	6.1
Changed Cond:D8	6.7	6.7	6.8	6.8	6.7	6.7	6.7	6.6	6.6	6.5	6.3	6.2	6.1
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-1.6	-0.8	0.0	0.0	-0.3	-0.9	-1.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

TABLE PEIANG6

Prince Edward Island Anglophone Junior High Regular Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	241.2	245.2	238.4	236.1	238.4	241.0	242.9	244.9	242.4	242.3	239.9	240.6	240.4
Teacher Loss:S2	-6.0	-6.1	-6.0	-5.9	-6.0	-6.0	-6.1	-6.1	-6.1	-6.1	-6.0	-6.0	-6.0
Retirement:S3	-1.4	-3.1	-7.0	-3.2	-7.8	-5.2	-2.7	-12.6	-9.2	-7.5	-10.7	-16.1	-14.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	3.4	3.3	3.3	3.3	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	3.4	3.3	3.3	3.3	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.3
Experienced:S15	233.8	235.9	225.5	227.0	224.6	229.7	234.1	226.2	227.1	228.7	223.2	218.5	220.0
CHANGE													
Curr change:D6	5.6	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	239.6	237.0	236.1	238.4	241.0	242.9	244.9	242.4	242.3	239.9	240.6	240.4	238.8
Changed Cond:D8	245.2	238.4	236.1	238.4	241.0	242.9	244.9	242.4	242.3	239.9	240.6	240.4	238.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-7.9	0.8	-7.3	-8.0	-13.0	-9.8	-7.3	-12.8	-11.8	-7.8	-14.0	-18.6	-15.4

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

TABLE PEIANG7

Prince Edward Island Anglophone Junior High Other Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	44.5	44.7	44.2	44.1	44.5	45.0	45.3	45.7	45.2	45.2	44.8	44.9	44.9
Teacher Loss:S2	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1
Retirement:S3	0.0	0.0	0.0	-0.3	-1.0	0.0	-1.0	-1.3	-2.0	-1.8	0.0	-0.3	-2.8
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Experienced:S15	43.4	43.6	43.1	42.7	42.4	43.8	43.2	43.3	42.1	42.3	43.6	43.5	40.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	44.7	44.2	44.1	44.5	45.0	45.3	45.7	45.2	45.2	44.8	44.9	44.9	44.6
Changed Cond:D8	44.7	44.2	44.1	44.5	45.0	45.3	45.7	45.2	45.2	44.8	44.9	44.9	44.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.7	0.0	-0.3	-1.2	-2.0	-0.9	-1.9	-1.3	-2.5	-1.9	-0.6	-0.8	-3.0

```
 _______________________ SUPPLY _______________________
* Inexperienced supply S14      Experienced Supply     *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5    *
* _____________________________________________________*

                        Minus

 _______________________ DEMAND _____________________
*                                                    *
*              Predicted Teacher FTE D5              *
*                       + or -                       *
*         Change in Need for Teachers D6 & D7        *
* ___________________________________________________*

                        Equals

                       _______
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

TABLE PEIANG8

Prince Edward Island Anglophone Junior High Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	13.5	13.6	13.5	13.4	13.5	13.7	13.8	13.9	13.8	13.8	13.6	13.7	13.7
Teacher Loss:S2	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3
Retirement:S3	-0.1	-1.0	0.0	-1.1	-1.6	-1.0	-0.8	-0.9	0.0	-1.5	-1.1	-1.3	-1.3
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Experienced:S15	13.1	12.3	13.1	12.0	11.6	12.4	12.7	12.7	13.4	11.9	12.2	12.0	12.0
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	13.6	13.5	13.4	13.5	13.7	13.8	13.9	13.8	13.8	13.6	13.7	13.7	13.6
Changed Cond:D8	13.6	13.5	13.4	13.5	13.7	13.8	13.9	13.8	13.8	13.6	13.7	13.7	13.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.3	-1.0	-0.1	-1.4	-1.9	-1.3	-1.1	-0.9	-0.1	-1.5	-1.3	-1.4	-1.4

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

TABLE PEIANG9

Prince Edward Island Anglophone Junior High Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	9.3	9.3	9.2	9.2	9.3	9.4	9.5	9.6	9.5	9.5	9.4	9.4	9.4
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	0.0	0.0	0.0	0.0	-0.4	-0.3	0.0	-0.6	-0.8	-0.2	-2.3	-1.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	9.1	9.1	9.0	9.0	9.1	8.8	8.9	9.3	8.6	8.4	8.9	6.9	8.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	9.3	9.2	9.2	9.3	9.4	9.5	9.6	9.5	9.5	9.4	9.4	9.4	9.3
Changed Cond:D8	9.3	9.2	9.2	9.3	9.4	9.5	9.6	9.5	9.5	9.4	9.4	9.4	9.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.1	0.0	-0.1	-0.2	-0.2	-0.6	-0.5	0.0	-0.7	-0.8	-0.3	-2.4	-1.0

```
  ______________________ SUPPLY ________________________
* Inexperienced supply S14       Experienced Supply     *
* S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5    *
* ______________________________________________________*

                          Minus

  ______________________ DEMAND ______________________
*                                                      *
*                  Predicted Teacher FTE D5            *
*                          + or -                      *
*              Change in Need for Teachers D6 & D7     *
* ______________________________________________________*

                          Equals

                         _______
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * _______ *
```

TABLE PEIANG11

Prince Edward Island Anglophone Senior High Math Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	44.5	43.7	44.3	44.1	44.7	44.3	44.1	44.4	45.0	45.3	45.8	45.4	45.3
Teacher Loss:S2	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1
Retirement:S3	-0.3	0.0	-0.7	-1.3	-1.7	-2.3	-1.3	-2.5	-0.1	-2.0	-5.9	-5.8	-4.8
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Non-teaching:S10	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4
Immigrants:S7+S11	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Experienced:S15	43.1	42.6	42.5	41.7	41.8	40.8	41.7	40.8	43.7	42.2	38.7	38.4	39.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	43.7	44.3	44.1	44.7	44.3	44.1	44.4	45.0	45.3	45.8	45.4	45.3	44.9
Changed Cond:D8	43.7	44.3	44.1	44.7	44.3	44.1	44.4	45.0	45.3	45.8	45.4	45.3	44.9
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	1.6	0.6	0.6	-0.7	-0.2	-1.0	-0.5	-1.9	0.7	-1.4	-4.4	-4.6	-3.3

```
 ______________________ SUPPLY _______________________
* Inexperienced supply S14        Experienced Supply   *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5  *
* ____________________________________________________ *

                        Minus

 ______________________ DEMAND _____________________
*                                                   *
*              Predicted Teacher FTE D5             *
*                      + or -                       *
*         Change in Need for Teachers D6 & D7       *
* _________________________________________________ *

                        Equals

                      _______
                    * SURPLUS *
                    *   OR    *
                    * SHORTAGE*
                    * _______ *
```

TABLE PEIANG12

Prince Edward Island Anglophone Senior High English Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	44.9	44.2	44.8	44.6	45.1	44.7	44.6	44.9	45.4	45.8	46.3	45.9	45.8
Teacher Loss:S2	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.1	-1.2	-1.1	-1.1
Retirement:S3	-0.7	0.0	0.0	-1.8	-2.4	-1.0	-2.0	-3.2	-3.7	-2.8	-1.8	-4.2	-4.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
Experienced:S15	43.1	43.1	43.6	41.7	41.6	42.6	41.4	40.5	40.6	41.8	43.3	40.5	40.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	44.2	44.8	44.6	45.1	44.7	44.6	44.9	45.4	45.8	46.3	45.9	45.8	45.4
Changed Cond:D8	44.2	44.8	44.6	45.1	44.7	44.6	44.9	45.4	45.8	46.3	45.9	45.8	45.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.4	-0.3	0.5	-2.0	-1.7	-0.5	-2.0	-3.5	-3.7	-3.0	-1.1	-3.9	-3.7

```
  _____________________ SUPPLY _____________________
* Inexperienced supply S14        Experienced Supply       *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5      *
* _________________________________________________________*

                        Minus

  _____________________ DEMAND _____________________
*                                                          *
*               Predicted Teacher FTE D5                   *
*                        + or -                            *
*          Change in Need for Teachers D6 & D7             *
* _________________________________________________________*

                        Equals

                      _______
                    * SURPLUS *
                    *   OR    *
                    * SHORTAGE*
                    * _______ *
```

TABLE PEIANG13

Prince Edward Island Anglophone Senior High French Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	11.2	11.0	11.1	11.1	11.2	11.1	11.1	11.1	11.3	11.4	11.5	11.4	11.4
Teacher Loss:S2	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3
Retirement:S3	0.0	0.0	0.0	-0.3	-0.5	-0.8	-0.8	0.0	-2.3	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Experienced:S15	10.9	10.7	10.8	10.5	10.4	10.0	10.0	10.9	8.7	11.1	11.2	11.1	11.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	11.0	11.1	11.1	11.2	11.1	11.1	11.1	11.3	11.4	11.5	11.4	11.4	11.3
Changed Cond:D8	11.0	11.1	11.1	11.2	11.1	11.1	11.1	11.3	11.4	11.5	11.4	11.4	11.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.9	0.5	0.7	0.2	0.3	-0.1	-0.2	0.5	-1.7	0.6	0.8	0.7	0.8

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply    *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
* ____________________________________________________ *

                        Minus

 ______________________ DEMAND ______________________
*                                                      *
*              Predicted Teacher FTE D5                *
*                       + or -                         *
*         Change in Need for Teachers D6 & D7          *
* ____________________________________________________ *

                        Equals

                      _______
                    * SURPLUS *
                    *   OR    *
                    * SHORTAGE*
                    * _______ *
```

Table PEIANG15

Prince Edward Island Anglophone Senior High Social Studies Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	33.8	33.2	33.6	33.5	33.9	33.6	33.5	33.7	34.1	34.4	34.8	34.5	34.4
Teacher Loss:S2	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.9	-0.9	-0.9	-0.9	-0.9
Retirement:S3	-0.3	0.0	-1.3	-0.3	-2.6	-0.3	-3.6	-1.1	-1.1	-5.7	-0.3	-1.9	-2.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Non-teaching:S10	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0
Immigrants:S7+S11	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
Experienced:S15	32.6	32.4	31.5	32.4	30.5	32.5	29.0	31.8	32.2	27.8	33.6	31.7	31.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	33.2	33.6	33.5	33.9	33.6	33.5	33.7	34.1	34.4	34.8	34.5	34.4	34.1
Changed Cond:D8	33.2	33.6	33.5	33.9	33.6	33.5	33.7	34.1	34.4	34.8	34.5	34.4	34.1
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	3.9	3.2	2.5	2.9	1.3	3.5	-0.2	2.1	2.3	-2.4	3.6	1.8	1.9

```
 _______________________ SUPPLY _______________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
* _______________________________________________________*

                         Minus

 _______________________ DEMAND ______________________
*                                                      *
*              Predicted Teacher FTE D5                *
*                      + or -                          *
*         Change In Need for Teachers D6 & D7          *
* _____________________________________________________*

                         Equals

                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table PEIANG16

Prince Edward Island Anglophone Senior High Biology Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	12.5	12.3	12.4	12.4	12.5	12.4	12.4	12.5	12.6	12.7	12.8	12.7	12.7
Teacher Loss:S2	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3
Retirement:S3	-0.7	0.0	0.0	0.0	0.0	-0.3	-1.3	-0.3	-0.3	0.0	-2.8	-1.3	-0.7
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Non-teaching:S10	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8
Experienced:S15	11.5	12.0	12.1	12.1	12.2	11.8	10.8	11.8	12.0	12.4	9.7	11.1	11.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	12.3	12.4	12.4	12.5	12.4	12.4	12.5	12.6	12.7	12.8	12.7	12.7	12.6
Changed Cond:D8	12.3	12.4	12.4	12.5	12.4	12.4	12.5	12.6	12.7	12.8	12.7	12.7	12.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	1.0	1.3	1.5	1.3	1.6	1.2	0.1	1.0	1.1	1.3	-1.2	0.2	0.9

```
  _______________________ SUPPLY _______________________
* Inexperienced supply S14          Experienced Supply      *
* S14=S9+S10+S11+S12+S13            S15= S1+S2+S3+S4+S5     *
* ______________________________________________________*

                          Minus

  _______________________ DEMAND _____________________
*                                                      *
*                Predicted Teacher FTE D5              *
*                         + or -                       *
*          Change in Need for Teachers D6 & D7         *
* _____________________________________________________*

                          Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table PEIANG17

Prince Edward Island Anglophone Senior High Chemistry Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	11.1	10.9	11.0	11.0	11.1	11.0	11.0	11.1	11.2	11.3	11.4	11.3	11.3
Teacher Loss:S2	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3
Retirement:S3	0.0	0.0	-1.3	-0.8	0.0	0.0	-0.7	-1.4	-0.7	-1.7	0.0	-0.8	-0.8
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Experienced:S15	10.8	10.6	9.5	9.9	10.8	10.7	10.0	9.4	10.2	9.3	11.1	10.2	10.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	10.9	11.0	11.0	11.1	11.0	11.0	11.1	11.2	11.3	11.4	11.3	11.3	11.2
Changed Cond:D8	10.9	11.0	11.0	11.1	11.0	11.0	11.1	11.2	11.3	11.4	11.3	11.3	11.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.9	0.5	-0.6	-0.3	0.8	0.7	-0.1	-0.9	-0.1	-1.1	0.8	-0.1	0.0

SUPPLY

Inexperienced suppiy S14	Experienced Suppiy
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIANG18

Prince Edward Island Anglophone Senior High Physics Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	5.3	5.2	5.2	5.2	5.3	5.2	5.2	5.2	5.3	5.4	5.4	5.4	5.4
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	-0.9	0.0	0.0	0.0	0.0	-0.3	-0.3	0.0	0.0	-1.0	-1.0	-0.6
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Experienced:S15	5.1	4.1	5.1	5.1	5.1	5.1	4.8	4.8	5.2	5.2	4.3	4.2	4.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	5.2	5.2	5.2	5.3	5.2	5.2	5.2	5.3	5.4	5.4	5.4	5.4	5.3
Changed Cond:D8	5.2	5.2	5.2	5.3	5.2	5.2	5.2	5.3	5.4	5.4	5.4	5.4	5.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.8	-0.2	0.8	0.7	0.8	0.8	0.4	0.4	0.7	0.7	-0.2	-0.3	0.2

```
  ______________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply   *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5  *
* ____________________________________________________ *

                         Minus

  ______________________ DEMAND _____________________
*                                                      *
*               Predicted Teacher FTE D5               *
*                        + or -                        *
*          Change in Need for Teachers D6 & D7         *
* ____________________________________________________ *

                         Equals

                        ________
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table PEIANG19

Prince Edward Island Anglophone Senior High Teachers of Other Sciences (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	16.1	15.9	16.1	16.0	16.2	16.1	16.0	16.1	16.3	16.4	16.6	16.5	16.4
Teacher Loss:S2	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4
Retirement:S3	-0.3	-0.3	0.0	-0.2	-0.5	-0.3	-1.7	-0.5	-0.7	-1.6	-1.3	-1.2	-1.6
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Experienced:S15	15.4	15.2	15.7	15.4	15.3	15.4	13.9	15.2	15.2	14.4	14.9	14.9	14.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	15.9	16.1	16.0	16.2	16.1	16.0	16.1	16.3	16.4	16.6	16.5	16.4	16.3
Changed Cond:D8	15.9	16.1	16.0	16.2	16.1	16.0	16.1	16.3	16.4	16.6	16.5	16.4	16.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.6	0.1	0.7	0.2	0.3	0.4	-1.2	-0.1	-0.2	-1.1	-0.5	-0.6	-0.8

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIANG20

Prince Edward Island Anglophone Senior High Physical/Health Education Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	16.2	16.0	16.2	16.1	16.3	16.2	16.1	16.2	16.4	16.5	16.7	16.6	16.5
Teacher Loss:S2	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.6	-0.3	0.0	0.0	-1.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Experienced:S15	15.8	15.6	15.8	15.7	15.9	15.7	15.7	15.2	15.7	16.1	16.3	15.1	16.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	16.0	16.2	16.1	16.3	16.2	16.1	16.2	16.4	16.5	16.7	16.6	16.5	16.4
Changed Cond:D8	16.0	16.2	16.1	16.3	16.2	16.1	16.2	16.4	16.5	16.7	16.6	16.5	16.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.1	-0.4	-0.1	-0.4	0.0	-0.1	-0.3	-1.0	-0.6	-0.4	0.0	-1.2	0.0

```
 _____________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply    *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5   *
* _____________________________________________________ *

                        Minus

 _____________________ DEMAND ______________________
*                                                      *
*               Predicted Teacher FTE D5               *
*                       + or -                         *
*          Change in Need for Teachers D6 & D7         *
* ____________________________________________________ *

                        Equals

                      _________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table PEIANG21

Prince Edward Island Anglophone Senior High Business Education Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	12.5	12.3	12.4	12.4	12.5	12.4	12.4	12.5	12.6	12.7	12.8	12.7	12.7
Teacher Loss:S2	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3
Retirement:S3	-0.7	0.0	-0.3	0.0	0.0	0.0	0.0	-0.5	0.0	-1.3	-0.8	-1.2	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Experienced:S15	11.5	12.0	11.8	12.1	12.2	12.1	12.1	11.6	12.3	11.1	11.7	11.2	12.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	12.3	12.4	12.4	12.5	12.4	12.4	12.5	12.6	12.7	12.8	12.7	12.7	12.6
Changed Cond:D8	12.3	12.4	12.4	12.5	12.4	12.4	12.5	12.6	12.7	12.8	12.7	12.7	12.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.6	-0.3	-0.4	-0.3	0.0	-0.1	-0.2	-0.8	-0.2	-1.6	-0.8	-1.3	0.0

```
 ____________________ SUPPLY ____________________
* Inexperienced supply S14      Experienced Supply    *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5   *
*_____________________________________________________*

                       Minus

 ____________________ DEMAND ____________________
*                                                     *
*               Predicted Teacher FTE D5              *
*                        + or -                       *
*          Change in Need for Teachers D6 & D7        *
*_____________________________________________________*

                       Equals
                      _______
                    * SURPLUS *
                    *   OR    *
                    * SHORTAGE*
                    * _______ *
```

Table PEIANG22

Prince Edward Island Anglophone Senior High Art Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	5.0	4.9	5.0	4.9	5.0	4.9	4.9	5.0	5.0	5.1	5.1	5.1	5.1
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	-1.0	0.0	-1.0	0.0	0.0	0.0	0.0	0.0	0.0	-1.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	4.8	4.8	3.8	4.8	3.9	4.8	4.8	4.8	4.9	4.9	5.0	3.9	4.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	4.9	5.0	4.9	5.0	4.9	4.9	5.0	5.0	5.1	5.1	5.1	5.1	5.0
Changed Cond:D8	4.9	5.0	4.9	5.0	4.9	4.9	5.0	5.0	5.1	5.1	5.1	5.1	5.0
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	-0.1	-1.0	-0.1	-1.0	0.0	-0.1	-0.1	-0.1	-0.1	0.0	-1.1	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIANG24

Prince Edward Island Anglophone Senior High Music Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	3.8	3.8	3.8	3.8	3.9	3.8	3.8	3.8	3.9	3.9	4.0	3.9	3.9
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.4	0.0	0.0	-0.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	3.8	3.7	3.7	3.7	3.8	3.7	3.7	3.7	3.8	3.4	3.9	3.8	3.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	3.8	3.8	3.8	3.9	3.8	3.8	3.8	3.9	3.9	4.0	3.9	3.9	3.9
Changed Cond:D8	3.8	3.8	3.8	3.9	3.8	3.8	3.8	3.9	3.9	4.0	3.9	3.9	3.9
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	-0.1	0.0	-0.1	0.0	0.0	-0.1	-0.1	-0.1	-0.5	0.0	0.0	-0.5

```
  ______________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply    *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5   *
* ____________________________________________________ *

                          Minus

  ______________________ DEMAND ______________________
*                                                       *
*                 Predicted Teacher FTE D5              *
*                          + or -                       *
*           Change in Need for Teachers D6 & D7         *
* ____________________________________________________ *

                          Equals

                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table PEIANG25

Prince Edward Island Anglophone Senior High Industrial Arts/Education Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	7.8	7.7	7.8	7.7	7.8	7.7	7.7	7.8	7.9	7.9	8.0	7.9	7.9
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	0.0	-0.8	0.0	0.0	-0.3	-0.3	0.0	0.0	-0.3	-1.6	0.0	-0.3
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	7.6	7.5	6.8	7.5	7.6	7.3	7.2	7.6	7.7	7.4	6.2	7.7	7.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	7.7	7.8	7.7	7.8	7.7	7.7	7.8	7.9	7.9	8.0	7.9	7.9	7.9
Changed Cond:D8	7.7	7.8	7.7	7.8	7.7	7.7	7.8	7.9	7.9	8.0	7.9	7.9	7.9
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	-0.2	-0.9	-0.2	0.0	-0.4	-0.4	-0.2	-0.1	-0.5	-1.6	-0.1	-0.3

```
  _____________________ SUPPLY _____________________
* Inexperienced supply S14        Experienced Supply    *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5   *
* ______________________________________________________*

                      Minus

  _____________________ DEMAND ____________________
*                                                   *
*             Predicted Teacher FTE D5              *
*                     + or -                        *
*         Change in Need for Teachers D6 & D7       *
* __________________________________________________*

                      Equals

                     ________
                    * SURPLUS *
                    *   OR    *
                    * SHORTAGE*
                    * _______ *
```

Table PEIANG26

Prince Edward Island Anglophone Senior High Home Economics Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	8.3	8.1	8.2	8.2	8.3	8.2	8.2	8.2	8.3	8.4	8.5	8.4	8.4
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.5	0.0	-0.9
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Experienced:S15	8.1	7.9	8.0	8.0	8.1	8.0	8.0	8.0	8.1	8.2	7.8	8.2	7.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	8.1	8.2	8.2	8.3	8.2	8.2	8.2	8.3	8.4	8.5	8.4	8.4	8.3
Changed Cond:D8	8.1	8.2	8.2	8.3	8.2	8.2	8.2	8.3	8.4	8.5	8.4	8.4	8.3
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.8	0.6	0.7	0.6	0.8	0.7	0.7	0.6	0.6	0.6	0.3	0.7	-0.1

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIANG27

Prince Edward Island Anglophone Senior High Special Education Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	-1.0	0.0	0.0	-0.5	0.0	0.0	0.0	-1.0	-1.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	7.7	6.7	7.7	7.7	7.2	7.7	7.7	7.7	6.7	6.7	7.7	7.7	7.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9
Changed Cond:D8	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9	7.9
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.1	-1.1	-0.1	-0.1	-0.6	-0.1	-0.1	-0.1	-1.1	-1.1	-0.1	-0.1	-0.1

SUPPLY

* Inexperienced supply S14 Experienced Supply *
* S14=S9+S10+S11+S12+S13 S15= S1+S2+S3+S4+S5 *

Minus

DEMAND

* Predicted Teacher FTE D5 *
* + or - *
* Change in Need for Teachers D6 & D7 *

Equals

* **SURPLUS** *
* **OR** *
* **SHORTAGE***

Table PEIANG28

Prince Edward Island Anglophone Senior High Teachers of Other Subjects (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	6.4	6.3	6.4	6.3	6.4	6.3	6.3	6.4	6.4	6.5	6.6	6.5	6.5
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	0.0	-0.3	0.0	0.0	0.0	-1.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	6.2	6.1	5.9	6.2	6.2	6.2	5.2	6.2	6.3	6.3	6.4	6.3	6.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	6.3	6.4	6.3	6.4	6.3	6.3	6.4	6.4	6.5	6.6	6.5	6.5	6.4
Changed Cond:D8	6.3	6.4	6.3	6.4	6.3	6.3	6.4	6.4	6.5	6.6	6.5	6.5	6.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	-0.1	-0.3	-0.1	0.0	0.0	-1.1	-0.1	-0.1	-0.1	0.0	-0.1	0.0

SUPPLY

Inexperienced supply S14
S14=S9+S10+S11+S12+S13

Experienced Supply
S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIANG29

Prince Edward Island Anglophone Senior High Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	6.5	6.4	5.4	6.4	6.5	6.4	6.4	6.5	6.5	6.6	6.7	6.6	6.6
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	-1.3	-0.8	0.0	-1.0	0.0	-0.8	-0.5	0.0	-0.8	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	6.3	4.9	5.5	6.3	5.3	6.3	5.5	5.8	6.4	5.6	6.5	6.4	6.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	6.4	6.4	6.4	6.5	6.4	6.4	6.5	5.5	6.6	6.7	6.6	6.6	6.5
Changed Cond:D8	6.4	6.4	6.4	6.5	6.4	6.4	6.5	6.5	6.6	6.7	6.6	6.6	6.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	-1.5	-0.8	-0.1	-1.0	0.0	-0.9	-0.7	-0.1	-0.9	0.0	-0.1	0.0

```
        ______________________ SUPPLY ______________________
      * Inexperienced supply S14          Experienced Supply      *
      * S14=S9+S10+S11+S12+S13            S15= S1+S2+S3+S4+S5     *
      * _________________________________________________________ *

                                Minus

        ______________________ DEMAND ______________________
      *                                                         *
      *                  Predicted Teacher FTE D5               *
      *                          + or -                         *
      *           Change in Need for Teachers D6 & D7           *
      * _______________________________________________________ *

                                Equals

                               ________
                             * SURPLUS *
                             *   OR    *
                             * SHORTAGE*
                             * _______ *
```

Table PEIANG30

Prince Edward Island Anglophone Senior High Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	8.7	8.6	8.7	8.7	8.8	8.7	8.6	8.7	8.8	8.9	9.0	8.9	8.9
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	0.0	-0.8	-0.8	0.0	0.0	-1.5	-0.8	0.0	0.0	-0.8	0.0	-2.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	8.5	8.4	7.7	7.6	8.5	8.5	6.9	7.7	8.6	8.7	8.0	8.7	6.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	8.6	8.7	8.7	8.8	8.7	8.6	8.7	8.8	8.9	9.0	8.9	8.9	8.8
Changed Cond:D8	8.6	8.7	8.7	8.8	8.7	8.6	8.7	8.8	8.9	9.0	8.9	8.9	8.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.1	-0.2	-0.9	-1.0	0.0	-0.1	-1.7	-1.0	-0.2	-0.2	-0.8	-0.1	-2.5

```
 ____________________ SUPPLY ____________________
* Inexperienced supply S14      Experienced Supply   *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5  *
*____________________________________________________*

                        Minus

 ____________________ DEMAND ____________________
*                                                    *
*              Predicted Teacher FTE D5              *
*                      + or -                        *
*        Change in Need for Teachers D6 & D7         *
*____________________________________________________*

                        Equals

                      _________
                    * SURPLUS *
                    *   OR    *
                    * SHORTAGE*
                    * _______ *
```

Table PEIANG31

Prince Edward Island Anglophone Senior High Guidance Counselors (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	15.6	18.4	15.5	15.5	12.7	12.6	12.6	12.6	12.8	12.9	13.0	12.9	12.9
Teacher Loss:S2	-0.4	-0.5	-0.4	-0.4	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3
Retirement:S3	-0.5	0.0	0.0	0.0	-2.0	0.0	-0.9	0.0	-1.0	0.0	-1.0	-0.5	-1.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Experienced:S15	14.7	17.9	15.1	15.1	10.4	12.3	11.3	12.3	11.5	12.6	11.7	12.1	11.2
CHANGE													
Curr change:D6	5.9	2.9	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	12.5	12.6	12.6	12.7	12.6	12.6	12.6	12.8	12.9	13.0	12.9	12.9	12.8
Changed Cond:D8	18.4	15.5	15.5	12.7	12.6	12.6	12.6	12.8	12.9	13.0	12.9	12.9	12.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-3.4	2.6	-0.1	2.5	-2.0	-0.1	-1.1	-0.3	-1.2	-0.3	-1.0	-0.6	-1.4

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIANG 32

Prince Edward Island Anglophone Senior High Librarians (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	8.6	11.5	8.6	8.6	5.7	5.7	5.7	5.7	5.8	5.8	5.9	5.8	5.8
Teacher Loss:S2	-0.2	-0.3	-0.2	-0.2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	-1.0	0.0	0.0	-1.0	0.0	0.0	0.0	0.0	0.0	-1.0	0.0	-1.0	-0.9
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	7.4	11.2	8.4	7.4	5.6	5.6	5.5	5.6	5.6	4.7	5.7	4.7	4.8
CHANGE													
Curr change:D6	5.9	2.9	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	5.6	5.7	5.7	5.7	5.7	5.7	5.7	5.8	5.8	5.9	5.8	5.8	5.8
Changed Cond:D8	11.5	8.6	8.6	5.7	5.7	5.7	5.7	5.8	5.8	5.9	5.8	5.8	5.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-4.0	2.8	-0.1	1.7	0.0	0.0	-0.1	-0.1	-0.1	-1.1	0.0	-1.1	-0.9

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA1

Prince Edward Island Elementary Regular Francophone Teachers
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	18.0	18.8	19.2	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5
Teacher Loss:S2	-0.4	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5
Retirement:S3	0.0	0.0	0.0	0.0	-1.0	-1.0	0.0	0.0	0.0	0.0	-1.0	-1.8	-2.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Experienced:S15	17.5	18.3	18.7	19.0	18.0	18.0	19.0	19.0	19.0	19.0	18.0	17.2	17.0
CHANGE													
Curr change:D6	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	18.6	19.1	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5
Changed Cond:D8	18.8	19.2	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-1.0	-0.7	-0.5	-0.2	-1.2	-1.2	-0.2	-0.2	-0.2	-0.2	-1.2	-2.0	-2.2

```
         ____________________ SUPPLY ____________________
        * Inexperienced supply S14      Experienced Supply     *
        * S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5    *
        * ______________________________________________________ *

                               Minus

         ____________________ DEMAND ____________________
        *                                                      *
        *              Predicted Teacher FTE D5                *
        *                       + or -                         *
        *          Change in Need for Teachers D6 & D7         *
        * ______________________________________________________ *

                               Equals

                             _________
                            * SURPLUS *
                            *   OR    *
                            * SHORTAGE*
                            * _______ *
```

Table PEIFRA2

Prince Edward Island Elementary Other Francophone Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	1.5	1.5	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	1.4	1.5	1.5	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1.5	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Changed Cond:D8	1.5	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

APPENDIX Q (b)

Table PEIFRA3

Prince Edward Island Elementary Francophone Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	1.3	1.3	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	1.2	1.3	1.3	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1.3	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
Changed Cond:D8	1.3	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

```
 ____________________ SUPPLY ____________________
* Inexperienced supply S14     Experienced Supply   *
* S14=S9+S10+S11+S12+S13       S15= S1+S2+S3+S4+S5  *
* _________________________________________________ *

                        Minus

 ____________________ DEMAND ____________________
*                                                   *
*             Predicted Teacher FTE D5              *
*                      + or -                       *
*        Change in Need for Teachers D6 & D7        *
* _________________________________________________ *

                        Equals

                       _______
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table PEIFRA4

Prince Edward Island Elementary Francophone Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Changed Cond:D8	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA6

Prince Edward Island Francophone Junior High Regular Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	8.1	7.8	7.5	7.6	8.3	8.9	9.2	9.2	9.2	9.2	9.2	9.2	9.2
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	0.0	0.0	0.0	-0.5	-1.2	-1.0	0.0	0.0	0.0	0.0	-2.0	-1.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	7.9	7.7	7.3	7.5	7.6	7.4	7.9	8.9	8.9	8.9	8.9	6.9	7.7
CHANGE													
Curr change:D6	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	7.6	7.5	7.6	8.3	8.9	9.2	9.2	9.2	9.2	9.2	9.2	9.2	9.2
Changed Cond:D8	7.8	7.5	7.6	8.3	8.9	9.2	9.2	9.2	9.2	9.2	9.2	9.2	9.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.2	0.3	-0.3	-0.7	-1.1	-1.6	-1.1	-0.1	-0.1	-0.1	-0.1	-2.1	-1.3

```
   _____________________ SUPPLY ______________________
 * Inexperienced supply S14        Experienced Supply     *
 * S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
 * _______________________________________________________*

                          Minus

   _____________________ DEMAND ____________________
 *                                                        *
 *              Predicted Teacher FTE D5                  *
 *                        + or -                          *
 *          Change in Need for Teachers D6 & D7           *
 * _______________________________________________________*

                          Equals

                        ________
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table PEIFRA7

Prince Edward Island Francophone Junior High Other Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.8	0.8	0.7	0.8	0.8	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.8	0.7	0.7	0.7	0.8	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.8	0.7	0.8	0.8	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Changed Cond:D8	0.8	0.7	0.8	0.8	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14
S14=S9+S10+S11+S12+S13

Experienced Supply
S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA8

Prince Edward Island Francophone Junior High Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.3	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.3	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Changed Cond:D8	0.3	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA9

Prince Edward Island Francophone Junior High Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.3	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.3	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Changed Cond:D8	0.3	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

```
 ____________________ SUPPLY ____________________
* Inexperienced supply S14      Experienced Supply    *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5   *
*_____________________________________________________*

                      Minus

 ____________________ DEMAND ____________________
*                                                     *
*              Predicted Teacher FTE D5               *
*                      + or -                         *
*         Change in Need for Teachers D6 & D7         *
*_____________________________________________________*

                      Equals
                     _______
                   * SURPLUS *
                   *   OR    *
                   * SHORTAGE*
                   * _______ *
```

Table PEIFRA11

Prince Edward Island Francophone Senior High Math Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.7	0.7	0.8	0.8	0.8	0.7	0.8	0.8	0.9	0.9	0.9	0.9	0.9
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	-0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.3
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.7	0.7	0.8	0.8	0.4	0.7	0.7	0.8	0.9	0.9	0.9	0.9	0.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.7	0.8	0.8	0.8	0.7	0.8	0.8	0.9	0.9	0.9	0.9	0.9	0.9
Changed Cond:D8	0.7	0.8	0.8	0.8	0.7	0.8	0.8	0.9	0.9	0.9	0.9	0.9	0.9
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	-0.1	0.0	0.0	-0.3	0.0	-0.1	-0.1	0.0	0.0	0.0	0.0	-0.3

SUPPLY

* Inexperienced supply S14 Experienced Supply *
* S14=S9+S10+S11+S12+S13 S15= S1+S2+S3+S4+S5 *

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA12

Prince Edward Island Francophone Senior High English Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.8	0.8	0.9	0.9	0.9	0.8	0.9	0.9	1.0	1.0	1.0	1.0	1.0
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	-0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.7	0.8	0.9	0.9	0.8	0.2	0.8	0.9	1.0	1.0	1.0	1.0	1.0
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.8	0.9	0.9	0.9	0.8	0.9	0.9	1.0	1.0	1.0	1.0	1.0	1.0
Changed Cond:D8	0.8	0.9	0.9	0.9	0.8	0.9	0.9	1.0	1.0	1.0	1.0	1.0	1.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	-0.1	0.0	0.0	0.0	-0.6	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA13

Prince Edward Island Francophone Senior High French Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.9	1.0	1.1	1.1	1.0	1.0	1.0	1.1	1.2	1.2	1.2	1.2	1.2
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Experienced:S15	0.9	1.0	1.0	1.1	1.0	1.0	1.0	1.1	1.2	1.2	1.2	1.2	0.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1.0	1.1	1.1	1.0	1.0	1.0	1.1	1.2	1.2	1.2	1.2	1.2	1.2
Changed Cond:D8	1.0	1.1	1.1	1.0	1.0	1.0	1.1	1.2	1.2	1.2	1.2	1.2	1.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.7	0.7	0.8	0.8	0.8	0.8	0.7	0.7	0.8	0.8	0.8	0.8	0.3

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA15

Prince Edward Island Francophone Senior High Social Studies Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.7	0.7	0.7	0.7	0.7
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	-0.2	-0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.5	0.5	0.6	0.6	0.4	0.3	0.6	0.6	0.6	0.7	0.7	0.7	0.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.7	0.7	0.7	0.7	0.7	0.7
Changed Cond:D8	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.7	0.7	0.7	0.7	0.7	0.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	-0.1	0.0	0.0	-0.2	-0.2	-0.1	0.0	0.0	0.0	0.0	0.0	0.0

```
 _____________________ SUPPLY _____________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
* _______________________________________________________*

                       Minus

 _____________________ DEMAND _____________________
*                                                  *
*             Predicted Teacher FTE D5             *
*                     + or -                       *
*        Change in Need for Teachers D6 & D7       *
* _________________________________________________*

                       Equals

                      ________
                    * SURPLUS *
                    *   OR    *
                    * SHORTAGE*
                    * _______ *
```

Table PEIFRA16

Prince Edward Island Francophone Senior High Biology Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.4	0.4	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.6
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.4	0.4	0.5	0.5	0.5	0.4	0.5	0.5	0.5	0.6	0.6	0.6	0.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.4	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.6
Changed Cond:D8	0.4	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA17

Prince Edward Island Francophone Senior High Chemistry Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.4	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.0	0.4	0.4	0.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5	0.5
Changed Cond:D8	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5	0.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.4	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA18

Prince Edward Island Francophone Senior High Physics Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.4	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.0	0.4	0.4	0.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5	0.5
Changed Cond:D8	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5	0.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.4	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA19

Prince Edward Island Francophone Senior High Teachers of Other Sciences (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.2	0.4	0.4	0.4
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5	0.5
Changed Cond:D8	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5	0.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	0.0	0.0	0.0

```
        _____________________ SUPPLY _____________________
       * Inexperienced supply S14      Experienced Supply    *
       * S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5   *
       * __________________________________________________ *

                              Minus

        ____________________ DEMAND ____________________
       *                                                  *
       *              Predicted Teacher FTE D5            *
       *                     + or -                       *
       *        Change in Need for Teachers D6 & D7       *
       * ________________________________________________ *

                              Equals

                            ________
                          * SURPLUS *
                          *   OR    *
                          * SHORTAGE*
                          * ________ *
```

Table PEIFRA21

Prince Edward Island Francophone Senior High Business Education Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.7	0.7	0.7	0.7	0.7
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.5	0.5	0.6	0.6	0.6	0.5	0.6	0.6	0.6	0.7	0.7	0.7	0.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.5	0.6	0.6	0.6	0.6	0.5	0.6	0.7	0.7	0.7	0.7	0.7	0.7
Changed Cond:D8	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.7	0.7	0.7	0.7	0.7	0.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	-0.1	0.0	0.0	0.0	0.0	-0.1	0.0	0.0	0.0	0.0	0.0	0.0

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14       Experienced Supply    *
* S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5   *
* ____________________________________________________ *

                        Minus

 ______________________ DEMAND ____________________
*                                                  *
*               Predicted Teacher FTE D5           *
*                      + or -                      *
*         Change in Need for Teachers D6 & D7      *
* ________________________________________________ *

                        Equals

                      _________
                    * SURPLUS *
                    *   OR    *
                    * SHORTAGE*
                    * _______ *
```

Table PEIFRA24

Prince Edward Island Francophone Senior High Music Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Changed Cond:D8	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PE IFRA25

Prince Edward Island Francophone Senior High Industrial Arts/Education Teachers (FTE) Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.6	0.6	0.7	0.7	0.7	0.6	0.7	0.7	0.8	0.8	0.8	0.8	0.8
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.6	0.6	0.7	0.7	0.6	0.6	0.6	0.7	0.8	0.8	0.8	0.8	0.8
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.6	0.7	0.7	0.7	0.6	0.7	0.7	0.8	0.8	0.8	0.8	0.8	0.8
Changed Cond:D8	0.6	0.7	0.7	0.7	0.6	0.7	0.7	0.8	0.8	0.8	0.8	0.8	0.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	-0.1	0.0	0.0	0.0	0.0	-0.1	-0.1	0.0	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA26

Prince Edward Island Francophone Senior High Home Economics Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.3	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.3	0.0
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Changed Cond:D8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.3	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA23

Prince Edward Island Francophone Senior High Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Changed Cond:D8	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14 — S14=S9+S10+S11+S12+S13

Experienced Supply — S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA30

Prince Edward Island Francophone Senior High Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.4	0.4	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.6
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.4	0.4	0.5	0.5	0.5	0.4	0.5	0.5	0.5	0.6	0.6	0.6	0.6
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.4	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.6
Changed Cond:D8	0.4	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA31

Prince Edward Island Francophone Senior High Guidance Counselors (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.5	0.5	0.6	0.6	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.6
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.5	0.5	0.6	0.6	0.5	0.4	0.5	0.5	0.5	0.6	0.6	0.6	0.6
CHANGE													
Curr change:D6	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.4	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.6
Changed Cond:D8	0.5	0.6	0.6	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14 — Experienced Supply
S14=S9+S10+S11+S12+S13 — S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA32

Prince Edward Island Francophone Senior High Librarians (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.4	0.4	0.4	0.4	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.3	0.4	0.4	0.4	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
CHANGE													
Curr change:D6	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Changed Cond:D8	0.4	0.4	0.4	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIII

Prince Edward Island Elementary Regular Immersion Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	71.4	72.9	72.6	72.7	73.5	73.5	73.5	73.5	73.5	73.5	73.5	73.5	73.5
Teacher Loss:S2	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8	-1.8
Retirement:S3	-1.0	0.0	0.0	0.0	-2.0	-1.0	-1.0	-1.0	-1.0	0.0	-3.8	-2.0	-2.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8
Experienced:S15	68.7	71.1	70.8	70.8	69.7	70.7	70.7	70.7	70.7	71.7	67.9	69.7	69.7
CHANGE													
Curr change:D6	1.8	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	71.1	72.1	72.7	73.5	73.5	73.5	73.5	73.5	73.5	73.5	73.5	73.5	73.5
Changed Cond:D8	72.9	72.6	72.7	73.5	73.5	73.5	73.5	73.5	73.5	73.5	73.5	73.5	73.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-2.4	0.3	-0.1	-0.8	-2.0	-1.0	-1.0	-1.0	-1.0	0.0	-3.8	-2.0	-2.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEII2

Prince Edward Island Elementary Other Immersion Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	7.9	8.0	8.1	8.2	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	0.0	0.0	0.0	0.0	-1.0	0.0	-1.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6	See Analysis in Chapter 4 for S6												
Immigrants- exp:S7	S7 is combined with S11 below												
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12	See Analysis in Chapter 4 for S12												
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	7.7	7.8	7.9	8.0	8.1	7.1	8.1	7.1	8.1	8.1	8.1	8.1	8.1
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	8.0	8.1	8.2	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3
Changed Cond:D8	8.0	8.1	8.2	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3
Substitutes:S8	See Analysis in Chapters 4 and 5 for S8												
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.1	-0.2	-0.2	-0.2	-0.1	-1.1	-0.1	-1.1	-0.1	-0.1	-0.1	-0.1	-0.1

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEII3

Prince Edward Island Elementary Immersion Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.0	0.2	0.2
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Changed Cond:D8	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.2	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEII4

Prince Edward Island Elementary Vice-Principals (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	1.6	1.6	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	1.6	1.6	1.6	1.6	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1.6	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7
Changed Cond:D8	1.6	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7	1.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

SUPPLY

* Inexperienced supply S14 Experienced Supply *
* S14=S9+S10+S11+S12+S13 S15= S1+S2+S3+S4+S5 *

Minus

DEMAND

* Predicted Teacher FTE D5 *
* + or - *
* Change in Need for Teachers D6 & D7 *

Equals

* SURPLUS *
* OR *
* SHORTAGE*

Table PEII6

Prince Edward Island Junior High Regular Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	28.0	30.5	29.4	29.1	28.7	29.6	30.1	30.8	30.8	30.8	30.8	30.8	30.8
Teacher Loss:S2	-0.7	-0.8	-0.7	-0.7	-0.7	-0.7	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8	-0.8
Retirement:S3	0.0	-1.0	0.0	0.0	0.0	-0.8	-1.0	0.0	-1.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Experienced:S15	27.3	28.7	28.6	28.3	28.0	28.1	28.3	30.1	29.1	30.1	30.1	30.1	30.1
CHANGE													
Curr change:D6	1.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	29.5	29.2	29.1	28.7	29.6	30.1	30.8	30.8	30.8	30.8	30.8	30.8	30.8
Changed Cond:D8	30.5	29.4	29.1	28.7	29.6	30.1	30.8	30.8	30.8	30.8	30.8	30.8	30.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-2.7	-0.2	0.0	0.0	-1.2	-1.6	-2.1	-0.3	-1.3	-0.3	-0.3	-0.3	-0.3

SUPPLY

Inexperienced supply S14
S14=S9+S10+S11+S12+S13

Experienced Supply
S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEII7

Prince Edward Island Junior High Other Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	3.5	3.7	3.7	3.7	3.6	3.7	3.8	3.9	3.9	3.9	3.9	3.9	3.9
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-1.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Experienced:S15	3.4	3.6	3.6	3.6	3.5	3.7	3.7	3.8	3.8	2.8	3.8	3.8	3.8
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	3.7	3.7	3.7	3.6	3.7	3.8	3.9	3.9	3.9	3.9	3.9	3.9	3.9
Changed Cond:D8	3.7	3.7	3.7	3.6	3.7	3.8	3.9	3.9	3.9	3.9	3.9	3.9	3.9
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.3	0.0	0.0	0.0	-0.1	-0.1	-0.1	0.0	0.0	-1.0	0.0	0.0	0.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEII13

Prince Edward Island Immersion Senior High French Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	3.7	3.7	4.1	4.5	4.6	4.5	4.5	4.5	4.6	4.8	4.8	4.8	4.8
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-1.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Experienced:S15	3.6	3.6	4.0	4.4	4.5	4.4	4.4	4.4	4.5	4.6	3.7	4.7	4.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	3.7	4.1	4.5	4.6	4.5	4.5	4.5	4.6	4.8	4.8	4.8	4.8	4.8
Changed Cond:D6	3.7	4.1	4.5	4.6	4.5	4.5	4.5	4.6	4.8	4.8	4.8	4.8	4.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.7	0.4	0.4	0.6	0.8	0.8	0.8	0.5	0.6	0.7	-0.3	0.7	0.7

SUPPLY

* Inexperienced supply S14 | Experienced Supply *
* S14=S9+S10+S11+S12+S13 | S15= S1+S2+S3+S4+S5 *

Minus

DEMAND

* Predicted Teacher FTE D5 *
* + or - *
* Change in Need for Teachers D6 & D7 *

Equals

* SURPLUS *
* OR *
* SHORTAGE*

Table PEII15

Prince Edward Island Immersion Senior High Social Studies Teachers (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	2.1	2.2	2.4	2.6	2.7	2.6	2.6	2.6	2.7	2.8	2.8	2.8	2.8
Teacher Loss:S2	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1	-0.1
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	2.1	2.1	2.3	2.5	2.6	2.6	2.6	2.5	2.6	2.7	2.7	2.7	2.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	2.2	2.4	2.6	2.7	2.6	2.6	2.6	2.7	2.8	2.8	2.8	2.8	2.8
Changed Cond:D8	2.2	2.4	2.6	2.7	2.6	2.6	2.6	2.7	2.8	2.8	2.8	2.8	2.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.0	-0.2	-0.3	-0.1	0.0	0.0	0.0	-0.1	-0.1	-0.1	0.0	0.0	0.0

```
 ______________________ SUPPLY ____________________
* Inexperienced supply S14       Experienced Supply    *
* S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5   *
* _____________________________________________________*

                        Minus

 ______________________ DEMAND ____________________
*                                                      *
*             Predicted Teacher FTE D5                 *
*                      + or -                          *
*         Change in Need for Teachers D6 & D7          *
* _____________________________________________________*

                        Equals

                       _______
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table PEII01

Prince Edward Island Immersion Senior High Guidance Counselors (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.5	1.0	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.5	1.0	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CHANGE													
Curr change:D6	1.0	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Changed Cond:D8	1.0	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.5	0.5	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.0	0.0

```
  ________________________ SUPPLY ________________________
* Inexperienced supply S14         Experienced Supply       *
* S14=S9+S10+S11+S12+S13           S15= S1-S2-S3+S4+S5      *
* ________________________________________________________ *

                          Minus

  ________________________ DEMAND ______________________
*                                                        *
*                Predicted Teacher FTE D5                *
*                         + or -                         *
*           Change in Need for Teachers D6 & D7          *
* ______________________________________________________ *

                          Equals

                         ________
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * ________*
```

Table PEII32

Prince Edward Island Immersion Senior High Librarians (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	0.5	1.0	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher Loss:S2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Experienced:S15	0.5	1.0	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CHANGE													
Curr change:D6	1.0	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Changed Cond:D8	1.0	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.5	0.5	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

```
            _______________________ SUPPLY _______________________
          * Inexperienced supply S14        Experienced Supply     *
          * S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
          * ______________________________________________________ *

                                  Minus

            _______________________ DEMAND _______________________
          *                                                        *
          *                  Predicted Teacher FTE D5              *
          *                         + or -                         *
          *               Change in Need for Teachers D6 & D7      *
          * ______________________________________________________ *

                                  Equals

                                ________
                              * SURPLUS *
                              *   OR    *
                              * SHORTAGE*
                              * ________*
```

Maritime Teacher Supply and Demand - [illegible]

Table RETNSFT

Nova Scotia Francophone Teachers Eligible to Retire by Year

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	[illegible]	[illegible]	[illegible]	2002-03	2003-04
ELEMENTARY															
Regular Teacher	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Other Teachers	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Principals	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Vice-Principals	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
JUNIOR HIGH															
Regular Teacher	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Other Teachers	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Principals	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Vice-Principals	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
SENIOR HIGH															
Math	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
English	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
French	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Other Languages	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Social Studies	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Biology	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Chemistry	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Physics	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Other Sciences	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Physical/Health	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Business Educ	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Art	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Drama/Fine Arts	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Music	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Industrial Arts	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Home Economics	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Special Educ	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Other Subjects	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Principals	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Vice-Principals	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Guid Counselors	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Librarians	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Other Instr Adm	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TOTAL	[illegible]	[illegible]	[illegible]	[illegible]	5.6	[illegible]	4.5	[illegible]	8.0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.7

Table ET-SII

Nova Scotia French Immersion Teachers Eligible to Retire by Year

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
ELEMENTARY															
Regular Teacher	2.3	0.0	1.0	0.0	2.0	0.0	0.0	4.1	2.0	2.0	1.0	0.0	1.2	6.0	2.8
Other Teachers	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.1	0.1	0.0	0.6
Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
JUNIOR HIGH															
Regular Teacher	0.0	0.0	0.0	1.4	0.0	0.0	0.0	1.4	0.0	0.0	0.0	2.0	0.6	0.0	1.0
Other Teachers	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.4	0.2	0.2
Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SENIOR HIGH															
Math	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
French	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Languages	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Social Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.4
Biology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.0	0.0
Chemistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.0	0.0
Physics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical/Health	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Business Educ	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Drama/Fine Arts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Music	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Industrial Arts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Home Economics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Special Educ	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Subjects	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Guid Counselors	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Librarians	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Instr Adm	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	2.4	0.0	1.0	1.5	2.0	0.0	0.0	5.5	2.1	2.0	1.4	3.2	2.3	6.7	5.0

Table [illegible]

Nova Scotia Anglophone Teachers Eligible to Retire By Year

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
ELEMENTARY															
Regular Teacher	133.3	93.3	72.0	74.2	91.0	81.7	90.9	101.4	100.3	111.7	116.3	118.8	149.2	173.3	204.1
Other Teachers	30.6	16.8	8.6	17.0	12.6	11.4	11.5	17.8	20.6	38.6	25.7	28.0	30.1	39.2	50.9
Principals	16.1	5.2	4.1	4.3	3.3	10.0	9.9	7.2	15.3	17.3	14.0	13.3	3.3	3.4	14.1
Vice-Principals	0.6	1.1	0.6	0.5	1.4	0.5	2.2	0.3	1.5	2.2	1.3	1.3	1.3	2.5	1.6
JUNIOR HIGH															
Regular Teacher	30.3	12.1	11.5	13.4	22.3	19.2	40.3	36.0	41.1	45.5	59.3	63.5	63.3	34.2	32.3
Other Teachers	14.9	10.9	8.1	19.3	10.7	15.1	24.1	27.0	29.6	14.4	12.9	11.7	32.6	64.2	51.3
Principals	4.9	0.0	3.3	1.2	1.5	[illegible]	5.0	0.8	3.0	7.3	7.1	3.7	6.0	7.7	1.1
Vice-Principals	1.4	1.5	1.4	1.5	[illegible]	2.5	3.0	1.4	0.0	4.0	0.7	4.7	5.5	3.2	1.3
SENIOR HIGH															
Math	9.6	1.2	7.4	3.1	[illegible]	3.1	5.1	11.3	4.5	15.1	10.5	15.5	10.3	13.5	15.3
English	3.5	5.5	5.3	6.1	4.7	5.5	6.1	3.9	3.2	10.5	5.3	12.6	10.2	21.5	26
French	5.2	2.8	3.0	1.6	3.4	3.1	1.8	3.0	1.8	4.0	4.5	7.3	4.3	5.8	3.1
Other Languages	1.4	1.5	0.4	0.6	1.1	0.5	1.8	1.0	1.0	[illegible]	1.5	1.0	1.0	[illegible]	1.6
Social Studies	3.0	4.0	1.4	5.8	3.4	10.2	12.9	10.3	14.3	17.0	17.4	24.1	18.3	23.3	19.3
Biology	0.6	3.4	1.0	1.2	2.2	3.0	2.7	3.6	0.5	2.8	1.0	4.4	7.4	5.0	8.4
Chemistry	0.2	3.7	3.3	3.1	1.8	2.0	2.3	4.1	1.8	3.7	3.1	5.3	3.0	7.3	5.3
Physics	0.2	0.5	2.2	1.5	0.3	1.3	3.1	2.0	1.9	3.1	2.6	5.3	0.5	1.9	4.7
Other Sciences	1.6	1.5	1.2	3.3	1.3	1.9	1.3	3.1	2.0	2.4	4.1	3.1	5.2	3.2	3.9
Physical/Health	1.0	1.0	1.0	0.0	0.0	1.3	1.7	0.7	3.1	0.0	0.0	3.5	3.6	0.3	3.3
Business Educ	5.3	0.0	1.5	1.7	3.6	3.2	6.5	3.3	4.2	5.0	2.6	6.0	4.3	12.5	6.2
Art	1.5	0.0	0.0	0.0	0.0	0.0	0.0	1.6	1.0	0.0	0.6	0.0	0.0	1.2	0.0
Drama/Fine Arts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	[illegible]	0.2	[illegible]	0.0	0.2	0.7	0.0	0.7
Music	2.1	0.0	0.0	0.0	1.2	1.1	0.0	.1	[illegible]	0.0	0.2	0.3	0.9	0.1	2.6
Industrial Arts	1.4	0.6	1.0	2.3	1.7	1.3	0.5	4.3	5.0	0.0	3.3	4.0	0.5	3.4	[illegible]
Home Economics	1.5	0.2	0.0	1.0	0.0	1.0	0.0	1.4	1.6	1.1	1.7	3.2	4.5	2.3	4.4
Special Educ	1.3	0.3	1.7	0.2	0.0	1.0	1.6	2.0	1.3	1.3	[illegible]	1.2	1.3	1.6	1.2
Other Subjects	2.5	1.5	2.7	2.5	7.2	1.5	4.3	2.2	0.5	1.7	[illegible]	4.5	7.2	7.0	7.0
Principals	7.4	1.0	1.5	0.7	5.3	[illegible]	2.5	1.1	1.1	3.2	1.9	7.6	1.3	3.0	3.8
Vice-Principals	2.4	2.8	2.0	1.5	[illegible]	4.0	4.6	1.3	3.1	4.2	5.2	5.6	4.0	11.1	5.0
Guid Counselors	1.4	3.4	0.3	2.0	3.7	2.1	4.3	3.3	3.7	4.3	5.7	7.1	7.2	4.5	4.1
Librarians	2.2	1.0	1.4	1.0	0.5	1.3	2.0	2.5	2.5	1.7	1.5	1.0	0.3	4.0	2.5
Other Instr Adm	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	371.3	148.3	149.3	178.5	201.9	217.9	261.2	284.4	293.1	349.3	345.5	397	420.5	547.6	544.5

Table [illegible]

New Brunswick Anglophone Teachers Eligible to Retire by Year

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
ELEMENTARY															
Regular Teacher	44.3	[illegible]	[illegible]	[illegible]	26.3	41.1	51.5	45.2	53.4	52.3	34.2	31.5	78.6	84.5	82.5
Other Teachers	1.3	1.9	1.6	0.0	2.4	1.6	2.4	1.5	2.1	2.5	3.2	5.6	3.7	11.7	7.5
Principals	2.1	5.5	1.6	1.7	6.3	4.8	7.2	3.0	3.8	3.3	6.1	5.6	7.5	4.7	6.1
Vice-Principals	0.5	0.0	0.4	0.3	1.3	0.0	1.0	0.7	0.4	1.1	1.5	1.7	0.7	2.5	2.1
JUNIOR HIGH															
Regular Teacher	12.4	11.6	3.4	13.2	14.7	21.2	19.6	33.3	29.3	22.0	33.1	47.3	46.5	57.5	44.8
Other Teachers	1.2	0.6	1.4	2.8	2.3	2.4	2.0	1.2	2.6	2.3	4.5	4.9	3.8	7.8	6.8
Principals	2.6	0.4	1.3	2.5	1.6	4.5	5.5	3.7	1.5	3.6	3.8	0.2	3.2	1.6	2.3
Vice-Principals	0.6	0.0	0.7	0.0	1.5	0.0	1.0	2.1	0.6	3.4	0.5	2.3	1.8	2.2	0.4
SENIOR HIGH															
Math	4.3	1.0	[illegible]	2.1	4.5	5.3	5.0	7.6	7.3	4.4	[illegible]	3.5	3.4	[illegible]	10.7
English	4.7	0.0	1.5	2.5	0.7	7.2	[illegible]	4.6	[illegible]	0.5	5.7	6.0	3.4	11.3	13.3
French	1.0	1.4	0.7	2.0	2.0	2.4	0.6	1.3	0.2	0.3	0.0	1.5	2.2	0.8	3.4
Other Languages	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.6	0.0	0.2	0.2
Social Studies	0.5	0.4	0.4	1.5	1.7	0.8	5.5	4.5	4.3	2.9	4.0	5.4	11.0	6.8	3.4
Biology	0.0	0.0	0.5	0.2	2.4	0.2	0.2	1.5	3.0	3.3	0.2	4.7	2.1	1.4	2.3
Chemistry	1.0	0.0	0.0	2.7	1.4	2.6	0.0	1.8	4.3	2.0	2.2	1.6	1.9	1.7	1.5
Physics	1.0	2.0	1.0	1.0	0.9	1.7	3.1	2.8	1.1	2.0	0.6	3.4	1.7	3.5	1.6
Other Sciences	0.2	0.2	0.6	0.3	0.8	0.2	0.7	0.6	0.8	0.4	0.5	1.0	0.5	0.2	9.7
Physical/Health	0.0	0.0	0.0	0.8	1.5	1.8	2.0	1.2	0.0	0.3	0.4	0.6	5.5	3.1	3.7
Business Educ	3.1	0.0	2.8	0.2	1.7	1.8	2.3	2.1	2.2	5.7	7.4	5.2	2.8	4.2	6.4
Art	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.0
Drama/Fine Arts	0.0	0.0	0.0	0.0	0.0	0.2	1.7	0.0	3.2	0.5	0.6	0.6	0.3	1.0	2.1
Music	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.7	0.0	0.0	0.2	0.5	1.4	0.0
Industrial Arts	1.0	2.0	6.2	1.5	0.0	4.0	2.0	3.4	3.4	4.7	5.3	3.0	10.1	2.3	1.0
Home Economics	0.2	[illegible]	1.4	0.0	0.4	0.5	0.5	[illegible]	0.0	0.4	[illegible]	1.5	[illegible]	[illegible]	2.2
Special Educ	0.4	0.2	2.2	1.4	1.7	0.0	1.0	2.1	0.6	4.0	1.4	3.9	2.7	2.2	1.1
Other Subjects	0.4	1.6	0.6	0.2	0.5	1.6	0.2	1.1	1.7	1.5	1.4	0.5	1.0	1.6	0.8
Principals	2.2	0.0	1.3	3.1	1.4	2.0	1.0	1.2	1.3	0.2	2.0	0.3	0.3	0.3	1.3
Vice-Principals	2.2	0.7	1.0	0.0	1.0	0.9	1.0	1.4	0.5	1.7	2.1	2.9	0.7	0.0	1.2
Guid Counselors	1.5	0.0	1.5	0.5	1.0	0.0	0.0	1.6	1.8	1.0	1.7	2.0	1.2	2.2	0.8
Librarians	0.6	0.0	0.0	0.7	0.0	0.0	1.0	0.0	0.0	1.0	0.7	0.7	0.0	0.0	1.0
Other Instr Adm	0.0	0.7	0.0	1.6	0.3	0.3	0.3	0.0	1.2	1.5	2.0	1.0	0.3	1.0	1.3
TOTAL	94.5	69.3	56.4	79	96.2	115.2	119.7	133.5	146.9	132.8	170.9	190.7	212.3	234.6	239.4

Table ETNBFT

New Brunswick Francophone Teachers Eligible to Retire by Year

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
ELEMENTARY															
Regular Teacher	23.0	22.0	17.3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	33.4	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	43.5
Other Teachers	1.3	[illegible]	[illegible]	1.2	[illegible]	[illegible]	[illegible]	[illegible]	1.5	[illegible]	3.1	[illegible]	2.5	[illegible]	3.0
Principals	[illegible]	[illegible]	[illegible]	2.3	[illegible]	2.3	2.3	[illegible]	2.3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1.3
Vice-Principals	[illegible]	[illegible]	[illegible]	[illegible]	0.6	[illegible]	[illegible]	[illegible]	0.0	[illegible]	1.0	1.2	1.5	[illegible]	[illegible]
JUNIOR HIGH															
Regular Teacher	[illegible]	[illegible]	5.4	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	13.4	13.3	17.4	[illegible]	[illegible]	[illegible]
Other Teachers	[illegible]	[illegible]	1.3	[illegible]	[illegible]	2.3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2.7	[illegible]	[illegible]	[illegible]
Principals	[illegible]	1.4	[illegible]	[illegible]	[illegible]	[illegible]	2.3	[illegible]	[illegible]	[illegible]	[illegible]	1.4	2.3	[illegible]	[illegible]
Vice-Principals	[illegible]	1.2	1.3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1.6	1.5	[illegible]	[illegible]	[illegible]
SENIOR HIGH															
Math	[illegible]	1.2	[illegible]	[illegible]	2.2	[illegible]	1.0	[illegible]	[illegible]	[illegible]	5.3	0.2	[illegible]	[illegible]	1.3
English	[illegible]	[illegible]	[illegible]	0.0	0.0	[illegible]	[illegible]	[illegible]	1.2	[illegible]	2.6	[illegible]	[illegible]	[illegible]	5.1
French	0.0	3.2	[illegible]	[illegible]	0.4	[illegible]	0.0	[illegible]	2.6	4.0	3.2	7.4	[illegible]	[illegible]	7.1
Other Languages	[illegible]	0.0	0.0	0.0	0.0	[illegible]	0.0	[illegible]	0.0	[illegible]	[illegible]	0.0	[illegible]	[illegible]	0.0
Social Studies	[illegible]	[illegible]	1.0	0.0	0.4	2.3	1.4	1.3	[illegible]	[illegible]	4.4	4.0	3.2	[illegible]	4.5
Biology	0.0	[illegible]	0.0	0.0	0.4	[illegible]	0.0	0.0	0.2	[illegible]	1.3	[illegible]	[illegible]	[illegible]	1.5
Chemistry	0.0	[illegible]	0.0	[illegible]	1.0	[illegible]	[illegible]	[illegible]	[illegible]	1.3	2.4	3.0	1.5	1.3	1.5
Physics	0.0	0.6	0.0	0.4	0.0	0.0	0.0	2.0	1.2	2.1	1.3	2.6	3.9	[illegible]	1.4
Other Sciences	0.0	0.0	[illegible]	[illegible]	0.4	[illegible]	[illegible]	0.0	[illegible]	0.3	[illegible]	0.2	[illegible]	[illegible]	1.0
Physical/Health	[illegible]	[illegible]	[illegible]	1.0	[illegible]	[illegible]	1.0	[illegible]	1.5	1.3	1.2	0.0	[illegible]	[illegible]	1.2
Business Educ	[illegible]	1.4	0.2	[illegible]	0.0	[illegible]	[illegible]	1.3	1.3	0.4	0.3	[illegible]	[illegible]	[illegible]	3.2
Art	[illegible]	0.0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.0	1.0	[illegible]	[illegible]	[illegible]	0.0
Drama/Fine Arts	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.0	[illegible]	[illegible]	[illegible]	[illegible]
Music	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Industrial Arts	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1.0	2.4	2.0	5.3	2.4	[illegible]	[illegible]	[illegible]	1.6
Home Economics	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Special Educ	0.0	1.0	1.5	1.4	1.3	1.4	0.2	1.3	[illegible]	[illegible]	[illegible]	1.2	[illegible]	1.2	1.3
Other Subjects	[illegible]	0.8	[illegible]	[illegible]	0.4	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1.8	1.4	[illegible]	1.2	1.1
Principals	[illegible]	2.0	[illegible]	0.0	0.4	[illegible]	[illegible]	1.5	1.4	1.0	[illegible]	[illegible]	[illegible]	[illegible]	0.4
Vice-Principals	1.4	[illegible]	0.2	[illegible]	[illegible]	[illegible]	0.0	1.4	[illegible]	[illegible]	0.3	1.0	2.3	[illegible]	1.2
Guid Counselors	[illegible]	3.4	0.3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1.0
Librarians	[illegible]	[illegible]	0.0	[illegible]	0.4	[illegible]	0.5	[illegible]	[illegible]	[illegible]	0.0	0.5	[illegible]	[illegible]	1.0
Other Instr Aid	0.0	1.7	0.0	[illegible]	0.7	1.5	[illegible]	0.2	[illegible]	0.3	[illegible]	[illegible]	1.0	[illegible]	2.5
TOTAL	55.1	56	43.2	[illegible]	73.6	91.4	83.9	77	[illegible]	74.1	92.1	94.8	120.5	[illegible]	152.2

Table RTA3

Prince Edward Island Anglophone Teachers Eligible to Retire by Year

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
ELEMENTARY															
Regular Teacher	23.3	[illegible]	14.6	9.7	10.0	13.6	13.3	21.4	14.9	19.1	11.5	16.1	22.9	26.5	39.0
Other Teachers	1.7	0.0	1.0	0.0	0.0	7.1	1.0	1.0	1.6	1.7	2.0	3.3	6.0	0.6	2.7
Principals	0.0	0.6	0.9	2.9	1.0	4.4	2.3	2.2	0.9	0.5	1.2	1.3	3.5	3.0	2.6
Vice-Principals	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	0.8	0.0	1.0	1.4	1.0	1.0
Special Education															
JUNIOR HIGH															
Regular Teacher	5.7	1.9	1.4	6.1	7.0	1.2	7.9	5.2	3.7	12.6	3.2	7.5	10.7	13.1	14.4
Other Teachers	1.0	[illegible]	0.0	0.0	0.0	0.0	1.0	1.0	[illegible]	1.0	2.0	1.6	1.0	1.0	2.8
Principals	1.0	[illegible]	2.1	1.0	[illegible]	[illegible]	1.6	[illegible]	0.9	0.9	0.0	1.5	[illegible]	[illegible]	[illegible]
Vice-Principals	[illegible]	[illegible]	[illegible]	0.0	1.0	1.0	0.0	1.4	0.0	0.0	0.5	0.6	1.0	2.0	[illegible]
Special Education															
SENIOR HIGH															
Math	[illegible]	0.4	[illegible]	0.0	0.7	1.0	1.7	0.0	[illegible]	2.5	1.1	2.0	5.3	1.3	4.3
English	0.0	0.2	1.7	0.0	0.0	1.5	2.4	1.0	2.0	0.2	0.7	0.3	1.3	4.2	4.4
French	1.3	1.0	[illegible]	[illegible]	[illegible]	[illegible]	0.5	1.3	0.8	1.0	2.3	0.0	1.0	0.0	0.0
Other Languages	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Social Studies	0.0	[illegible]	0.0	0.0	1.0	0.2	2.6	0.3	0.6	1.1	1.1	5.7	0.3	1.9	2.0
Biology	0.0	0.0	0.7	0.0	0.0	0.0	0.0	0.3	1.3	0.3	0.3	0.0	2.8	1.3	0.7
Chemistry	0.7	[illegible]	0.0	0.0	1.3	0.3	0.0	0.0	0.7	1.4	0.7	1.7	0.0	1.3	0.6
Physics	0.0	0.5	0.0	0.9	0.0	0.0	0.0	0.0	0.3	0.3	0.0	1.0	1.0	1.0	0.6
Other Sciences	0.0	0.0	0.3	0.3	0.0	0.2	0.5	0.3	1.7	0.5	0.7	1.6	1.3	1.2	1.6
Physical/Health	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.3	0.0	0.0	1.0	0.0
Business Educ	0.0	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	1.3	0.3	1.2	0.3
Art	0.5	0.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0
Drama/Fine Arts	[illegible]	[illegible]	0.0	0.0	[illegible]	0.0	0.0	0.0	1.0	1.0	0.0	0.0	0.0	1.0	0.0
Music	[illegible]	[illegible]	1.0	0.0	[illegible]	0.0	1.0	1.0	1.0	1.0	1.0	1.4	0.0	1.0	0.5
Industrial Arts	0.2	0.6	0.0	0.0	0.3	[illegible]	0.0	0.3	0.0	0.0	0.0	0.0	1.3	1.0	0.3
Home Economics	0.0	[illegible]	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.5	0.0	0.9
Special Educ	0.0	[illegible]	[illegible]	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0	1.0	[illegible]	0.0	0.0
Other Subjects	0.4	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Principals	0.0	0.0	0.0	1.3	0.3	0.0	1.0	0.0	0.5	0.5	0.0	0.8	0.0	0.0	1.0
Vice-Principals	0.0	0.0	0.0	0.0	0.3	0.5	0.0	0.0	1.5	0.6	0.0	0.0	0.8	0.0	2.5
Guid Counselors	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.9	0.0	1.0	0.0	1.0	0.5	1.4
Librarians	0.5	0.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.9
Other Instr Adm	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	47.6	14.5	22.5	20.2	28.3	32.2	39.7	36.5	35.3	49.6	37.7	52.4	59.6	74	86.2

Table [illegible]

Prince Edward Island Francophone Teachers Eligible to Retire by Year

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-2002	2002-03	2003-04
ELEMENTARY															
Regular Teacher	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
JUNIOR HIGH															
Regular Teacher	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.2	0.0	0.0	0.0	0.0	0.0	0.0	1.2
Other Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SENIOR HIGH															
Math	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
French	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5
Other Languages	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Social Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Biology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.0	0.0
Physics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.0	0.0
Other Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0
Physical/Health	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Business Educ	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Drama/Fine Arts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Music	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Industrial Arts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Home Economics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0
Special Educ	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Subjects	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Guid Counselors	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Librarians	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Instr Adm	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0	2.0	1.0	0.0	0.0	0.0	1.0	0.0	4.1	4.0

Table EIPEIII

Prince Edward Island Immersion Teachers Eligible to Retire by Year

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
ELEMENTARY															
Regular Teacher	1.0	1.5	1.0	1.0	0.0	0.0	2.0	1.0	2.0	1.0	2.0	1.0	3.0	2.0	2.0
Other Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
JUNIOR HIGH															
Regular Teacher	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SENIOR HIGH															
Math	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
French	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Languages	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Social Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Biology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical/Health	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Business Educ	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Drama/Fine Arts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Music	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Industrial Arts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Home Economics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Special Educ	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Subjects	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Vice-Principals	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Guid Counselors	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Librarians	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Instr Adm	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	1.0	1.5	1.0	1.0	0.0	0.0	2.0	2.0	2.0	2.0	2.0	1.0	3.0	2.0	2.0

Table POPEIA1

Prince Edward Island Anglophone Student Enrolments

	85-86	86-87	87-88	88-89	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Elementary	11284	[illegible]	[illegible]	11129	10832	10621	10735	10685	10681	[illegible]	10698	10425	[illegible]	[illegible]	9949	9712	9529	[illegible]
Junior Hig	5507	[illegible]	[illegible]	4944	4999	5022	4979	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5045	[illegible]	[illegible]
Senior Hig	5779	[illegible]	[illegible]	5848	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total	21550	21414	[illegible]	21721	20601	20554	20573	20670	20681	20650	20666	[illegible]	20822	20550	[illegible]	20184	[illegible]	[illegible]
Special Ed	324	[illegible]	304	[illegible]	272	272	272	272	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total Incl. Sp. Ed	21874	[illegible]	[illegible]	[illegible]	20903	20826	20845	20845	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	20704	[illegible]	[illegible]	[illegible]

Enrolments are projected for the years 1990-91 to 2003-04.

Table POPEIF1

Prince Edward Island Francophone Student Enrolments

	85-86	86-87	87-88	88-89	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Elementary	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Junior Hig	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Senior Hig	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total	512	[illegible]	[illegible]	514	[illegible]	[illegible]	556	[illegible]	[illegible]	[illegible]	588	[illegible]	614	[illegible]	607	[illegible]	[illegible]	[illegible]
Special Ed	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]		[illegible]
Total Incl. Sp. Ed	512	[illegible]	[illegible]	514	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Enrolments are projected for the years 1990-91 to 2003-04.

Table POPEII1

Prince Edward Island Immersion Student Enrolment

	85-86	86-87	87-88	88-89	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Elementary	1534	[illegible]	[illegible]	[illegible]	1734	[illegible]	1803	1817	[illegible]	[illegible]	1808	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Junior Hig	[illegible]	[illegible]	[illegible]	894	1039	[illegible]	[illegible]	1096	1064	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Senior Hig	[illegible]	[illegible]	469	528	626	643	707	[illegible]	[illegible]	[illegible]	782	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]	[illegible]	3409	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Special Ed	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]		[illegible]		[illegible]	[illegible]	[illegible]	
Total Incl. Sp. Ed	[illegible]	[illegible]	[illegible]	[illegible]	3409	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Enrolments are projected for the years 1990-91 to 2003-04.

Table PRJNBA1

New Brunswick Anglophone Student Enrolments

Including French Immersion

	85-86	86-87	87-88	88-89	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Elementary	44251	45027	42947	[illegible]	41721	41402	40250	40446	40090	39432	38870	38449	38178	37371	37495	37216	36303	35861
Junior Hig	25257	24461	[illegible]	23420	22840	22103	21828	21070	21088	21122	21403	21111	21531	22104	[illegible]	19653	19753	[illegible]
Senior Hig	25524	25526	24540	24465	23345	22587	22029	21682	21191	20710	22458	22449	22522	21534	20814	19794	19226	19133
Total	[illegible]	91777	91135	90196	87606	86107	84919	83452	82664	81564	80724	80049	79236	78579	77722	76793	75547	75257
Special Ed	1232	1130	905	715	472	472	472	472	472	472	472	472	472	472	472	472	472	472
Total Inc. Sp. Ed	[illegible]	92907	92032	90931	88078	86609	85291	83354	83136	82036	81206	80521	79762	79051	78192	77265	76413	75565
Fr. Imm. Separated Total	14479	16347	15523	16913	17913	17713	18913	18713	19064	19269	19544	19519	20054	20033	20844	20923	21134	21463

Enrolments are projected for the years 1990-91 to 2003-04.

Table PRJNBF2

New Brunswick Francophone Student Enrolments

	85-86	86-87	87-88	88-89	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Elementary	24132	23765	23077	22776	22071	22012	21778	21496	21359	21087	20801	20597	20457	20368	20133	19977	19932	19645
Junior Hig	11963	11796	11723	11806	11581	11546	11022	10951	10719	10633	10658	10575	10364	10121	10085	10031	9963	9642
Senior Hig	9944	9848	9739	9665	9452	9612	9575	9425	9248	9396	9554	9702	9753	9695	9629	9452	9355	9227
Totals	46039	45412	44594	44247	43805	42573	42274	41772	41326	40776	40813	39904	39560	39137	38847	38460	38070	37719
Special Ed	[illegible]	[illegible]	[illegible]	1149	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	262	[illegible]	302	[illegible]	[illegible]	[illegible]
Total Inc. Sp. Ed	47580	46086	45351	45036	44260	43028	42929	42727	42281	41761	41268	40659	40515	40142	39602	39415	39135	38602

Enrolments are projected for the years 1990-91 to 2003-04.

Table NSPROFR

Nova Scotia Student Enrolment for Francophone Schools

	85-86	86-87	87-88	88-89	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Elementary	2173	2149	2175	2236	[illegible]	[illegible]	[illegible]	2226	[illegible]	2240	2241	2240	2240	[illegible]	2240	[illegible]	[illegible]	[illegible]
Junior Hig	1144	922	934	978	980	[illegible]	[illegible]	[illegible]	922	922	920	930	922	[illegible]	920	[illegible]	[illegible]	[illegible]
Senior Hig	787	790	708	801	804	[illegible]	[illegible]	[illegible]	788	788	808	808	788	818	790	800	800	800
Totals	4089	3912	3775	3792	[illegible]	[illegible]	[illegible]	3932	3912	3932	3932	3932	3932	3932	3932	3932	3932	3932
Special Ed	16	22	27	13	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Total Incl. Sp. Ed	4105	3840	3802	3310	3791	3963	3959	3912	3954	3954	3954	3954	3954	3954	3954	3954	3954	3954

Enrolments are projected for the years 1990-91 to 2003-4.

Table NSPROI

Nova Scotia Student Enrolment for Immersion Students

	85-86	86-87	87-88	88-89	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Elementary	1475	1642	1821	2073	2677	2641	2455	2323	2145	2145	2145	2145	2145	2145	2145	2145	2145	2145
Junior Hig	484	720	1414	1650	1742	1958	2240	2178	2514	2514	2514	2514	2514	2514	2514	2514	2514	2514
Senior Hig	1	56	153	274	430	401	312	225	341	341	341	341	341	341	341	341	341	341
Totals	1959	2421	3388	4000	4849	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000
Special Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total inc	1959	2421	3388	4000	4849	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000	5000

Enrolments are projected for the years 1990-91 to 2003-4.

Table NSPROA

Nova Scotia Student Enrolment for Anglophone Students

	85-86	86-87	87-88	88-89	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Elementary	34868	33590	32701	31870	31793	31347	[illegible]	32273	32565	32615	32747	32806	32300	33116	33408	33835	33532	33532
Junior Hig	42030	40612	38731	37462	35949	35212	35047	34375	34704	34713	34905	35226	35237	35143	34870	34703	34527	34307
Senior Hig	35547	32407	36620	36619	35764	36074	35224	34611	34154	34299	34072	34166	34208	34372	34665	34670	34572	34571
Totals	112445	110309	108012	105951	104512	102833	102212	101362	101423	101227	102104	102198	102345	102601	102971	[illegible]	[illegible]	[illegible]
Special Ed	2464	2018	2253	1850	1777	1780	1740	1713	1722	1731	1703	1702	1700	[illegible]	1710	1710	1708	1709
Total Incl. Sp. Ed	114909	112327	110571	107401	106289	104332	104178	103030	103145	103058	103797	103900	104179	104064	104704	104706	104822	104526

Enrolments are projected for the years 1990-91 to 2003-4.

APPENDIX T

REVIEW OF LITERATURE

The literature reviewed was from the ERIC files for the past ten years and all major Canadian Teacher Supply and Demand studies published from 1988-90. First a more detailed analysis of the Canadian studies and one U.S. study are reported. This is followed by a brief description of other studies relevant to specific variables in the model. The ERIC search was completed using the descriptors Teacher Supply and Demand, Canada, Labor Market, Employment Patterns, Teacher Employment, Teacher Placement, Teacher Recruitment, Teacher Shortage and Employment Projections.

The titles of the major studies reviewed in the first part are:

A Brief Report on the Changing Nature of Educational Demographics in New Brunswick
Teacher Supply and Demand in Maryland, 1989-1991
Toward 2000; Trends Report 2: Elementary-Secondary Projections
The Report of the Royal Commission on Education, 1988: A Legacy for Learners
Perspectives on Teacher Supply and Demand in Ontario, 1988-2009
Canadian Study, 1989

Figures 2 and 3 present an evaluation of the studies according to each of the supply and demand variables from the conceptual framework for this MPEF study as presented in Figure 1. Also included is a similar evaluation of the MPEF study for comparative purposes. Each variable is evaluated on a scale from 0, meaning not considered, to 5 meaning thoroughly analyzed by subject areas for the geographical district defined. Each of the numbers is defined below:

0 - the variable was not included in the study
1 - the variable was mentioned but not analyzed
2 - the variable was analyzed but not directly linked to the findings
3 - the variable was analyzed for part of the geographical area, but not for the entire region
4 - the variable was analyzed for the entire geographical area, but not by subject areas or grade levels.
5 - the variable was analyzed by subject areas or grade level for the geographical district defined.

TABLE 1

THE EXTENT TO WHICH SUPPLY VARIABLES WERE TAKEN INTO ACCOUNT IN VARIOUS STUDIES ON TEACHER SUPPLY AND DEMAND

STUDIES	VARIABLES FROM CONCEPTUAL FRAMEWORK (FIGURE 1)														
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15
MPEF 1990	5	4	5	4	4	2	3	5*	5	3	3	1	5	5	5
NBTA 1989	2	0	3	0	0	0	0	0	2	0	2	0	0	0	1
Maryland 89/91	5	3	3	0	0	5	5	0	5	0	5	0	0	4	4
Newfoundland 1990	5	5	3	5	5	5	5	4	4	0	4	0	0	4	4
British Columbia 88	3	3	3	1	1	5	0	2	3	0	4	3	2	3	3
Ontario 89	4	4	4	1	1	4	0	1	4	4	4	3	0	4	3
Can Teachers' Fed. 89	4	0	0	0	0	0	0	0	0	0	0	0	0	0	1

0 - the variable was not included in the study
1 - the variable was mentioned but not analyzed
2 - the variable was analyzed but not directly linked to the findings
3 - the variable was analyzed for part of the geographical area, but not for the entire region
4 - the variable was analyzed for the entire geographical area, but not by subject areas or grade levels.
5 - the variable was analyzed by subject areas or grade levels for the geographical district defined.

*S8 This variable was analyzed by subject areas and grade levels for the grographical district defined (5). Because many substitutes indicated that they would teach in more than one subject area or grade level, the variable could not be directly linked to the findings by subject area or grade level (2).

TABLE 2

EXTENT TO WHICH DEMAND VARIABLES WERE TAKEN INTO ACCOUNT IN VARIOUS STUDIES ON TEACHER DEMAND AND SUPPLY

STUDIES	VARIABLES FROM CONCEPTUAL FRAMEWORK (FIGURE 1)							
	D1	D2	D3	D4	D5	D6	D7	D8
MPEF 1990	5	5	5	5	5	5	4	5
NBTA 1989	3	2	1	2	3	1	4	1
Maryland 89/91	0	0	0	0	3	2	0	2
Newfoundland 1990	5	4	5	0	4	2	2	3
British Columbia 88	3	0	3	5	3	0	0	3
Ontario 89	3	1	3	3	3	2	0	3
Can Teachers' Fed. 1989	4	4	4	4	4	1	1	3

0 - the variable was not included in the study
1 - the variable was mentioned but not analyzed
2 - the variable was analyzed but not directly linked to the findings
3 - the variable was analyzed for part of the geographical area, but not for the entire region
4 - the variable was analyzed for the entire geographical area, but not by subject areas or grade levels.
5 - the variable was analyzed by subject areas or grade levels for the geographical district defined.

New Brunswick. In March, 1989, the New Brunswick Teachers Association published a report on teacher supply and demand entitled "A Brief Report on the Changing Nature of Educational Demographics in New Brunswick." Other interested groups, the Trustees Association, University of New Brunswick, Department of Education and School Superintendents' Association, were involved in the selection and discussion of the data.

This study relied heavily on work and information completed by other organizations such as Statistics Canada and the Canadian Teachers Federation. Original data were obtained from the NBTA on pensions and from the Department of Education on actual and projected enrolments. As shown in Figures 2 and 3, the study did not look in any detail at teacher supply, except for teacher retirements (S3) and previous teaching force (S1). Some data from Statistics Canada were used to look at excess of graduates over recruitment, but the data were not particularly relevant since they only covered the period from 1985-86. The retirement data analyzed the average age and service of the teachers separately, but did not use them together. With respect to demand for teachers, Statistics Canada data were used for the long range projections, with a breakdown of some variables on secondary and elementary levels, but rarely with respect to disciplines. Student rate of retention was discussed in terms of the change over the last 28 years (D2), but it was unclear how the information was used in the study. Generally, students were not divided by grade (D3), student teacher ratio (D4) was rarely used and although changes in economic/demographic conditions (D7) were discussed, it was not clear how they were used in the study's conclusions.

Conclusions. This study left many loose ends by not collecting data on many of the important variables and not clarifying how the variables utilized in the study were related to each other. Some of the conclusions from this study were: early intervention programs will be needed to assist the "at-risk" students; greater and broader resources will be needed such as language pathologists; curriculum changes will be needed such as kindergarten and cooperative education to help with the at-risk students; provincial school boards will have to compete with other provinces for the teacher graduates, which will accelerate the teacher shortage; teacher education institutions will have to change their programs to address, first, the current trend of declining teacher education enrolments, especially in mathematics and science and second, to prepare teachers for integration and handling at-risk students; the teacher association will require services to address the needs of many teachers nearing the end of their careers and a large number of beginning teachers.

Maryland, 1989-91. Each year the Maryland State Board (1989) of Education "makes a declaration of teacher certification areas which have critical shortages..."(p iii). The study analyzed here, "Teacher Supply and Demand in Maryland, 1989-1991," was their most recent, but had to be read in conjunction with the "Teacher Supply and Demand in Maryland, 1988-1991,"(1988), which outlined the conceptual framework in more detail.

As indicated in Figures 1 and 2, the teacher supply aspects of these studies generally were quite comprehensive. The supply of new graduates was provided by the State Deans and Directors, but did not indicate whether nonteaching and Emigration figures (S10) were taken into account when calculating the inexperienced teacher supply (S14). The previous teaching force (S1), resignations (S2) and retirements (S3) were based upon survey forms sent to personnel directors but no explanation was given as to how the personnel directors calculated these results. The personnel directors also supplied the total demand for teachers in present conditions (D5), but little explanation was given as to whether they took into account birth rates, emigration and immigration and actual school enrolment (D1), student rate of retention (D2), prediction of students in all grades (D3) or student teacher ratio (D4) in their calculations. One member of the Maryland research team was contacted by phone and indicated that the deans and directors each calculated their data on their own, using whatever methods they chose. With many personnel directors responding, it would seem highly unlikely that each one would be performing their calculations in the same manner. Since the personnel directors were asked to respond to the need for new positions, it is assumed that changes in curriculum/programs (D6) and economic/demographic conditions (D7) were taken into account. However, no analysis was given as to how this was done. Substitute teachers (S8) were not taken into account as a separate factor.

Conclusions. In Maryland, more teachers were hired in 1988-89 than in the previous year; Maryland college teacher education programs are producing more graduates, but fewer minority teachers; generally supply will continue to increase more than demand will increase; critical shortage certification areas are mathematics, science, special education and trades and industry.

Newfoundland. The Government of Newfoundland and Labrador published a teacher supply and demand study in January, 1990 entitled "Toward 2000; Trends Report 2: Elementary-Secondary Projections." As the title indicates, this was a second report on issues affecting teacher supply and demand in Newfoundland, the first being published in 1986 dealing "specifically with demographic trends and the resultant impacts upon the educational system"(Press, 1990, p1).

As noted in Tables 1 and 2, the analysis of teacher supply was very comprehensive, with a strong analysis of the present teaching force (S1), based upon data gathered by the Newfoundland Department of Education, and the loss due to nonteaching employment, emigration, disability, death and other such forces (S2), sabbaticals (S4) and deferred salaries (S5). These data were particularly strong since all vacancies in Newfoundland were analyzed by sending questionnaires to the districts on each specific vacancy for 1985-86, (from a thesis written by Press in 1987), and similar investigations for 1987-88 and 1988-89 completed by the Department. The retirement data (S3) was based on past trends; no attempt was made to track each teacher to determine when they were eligible to retire. Information on reentrant teachers (S6), and immigrant teachers (S7) was also strong because it was dealt with in the same questionnaire with a series of questions about the characteristics of those teachers filling the vacant positions.

Information on new teacher graduates in Newfoundland (S9) was obtained, by subject area, from Memorial University the only teacher training institution in Newfoundland. No data were presented about the loss to nonteaching employment and emigration (S10), the additional supply possible from previous graduates with no teaching experience (S12), or possible changes in teacher education or certification (S13). The additions possible from new graduates immigrating (S11) was partially covered by the responses to the questionnaire items concerning vacancies. Data were provided on whether new graduates immigrated to take these positions, but not on how many were available for each position.

When determining demand, this study used birth rates, emigration and immigration, actual school enrolment (D1), and student rate of retention (D2) to predict the number of students in all grades (D3). The student teacher ratio (D4) was not used to predict the total demand for teachers in present conditions. Change in economic/demographic conditions (D7) and change in curriculum/programs (D6) were considered but it was not clear who was consulted or how they were used for the results. Information on the pool of substitute teachers (S8) was obtained through the questionnaires about vacancies. The number of substitutes that were being used in relation to the number of fulltime teachers was also used. Substitute teachers were not contacted directly.

Conclusions. To the year 2000, Newfoundland school systems will continue to experience a decline in the number of students because of the decline in fertility, decline in the number of females of childbearing age and little change in the overall migration to the Province. The teaching force needed will also decline and although a large number of teachers will retire, the province will continue to produce a surplus of teachers, although the study did not conclude how large the surplus would be. Demand for French teachers will remain strong, but demand for most subject/speciality areas and for classroom teachers will decrease. Most of the supply of teachers will come from teachers already in the workforce.

British Columbia. As part of "The Report of the Royal Commission on Education, 1988: A Legacy for Learners," from British Columbia, an analysis of teacher supply and demand for British Colombia was completed. Most of the analysis and conclusions were documented in the publication "The On-site Personnel Who Facilitate Learning: Commissioned Papers: Volume 4" (Tuinman and Brayne, 1988).

The teaching force, previous period (S1) was analyzed by kindergarten, elementary and secondary levels but most tables were by total teaching population only. S2, the loss of teachers through nonteaching employment, emigration, disability, death and other such causes, was presented for teachers as a whole for each of the last ten years, showing a decline from 11% to 8% of the teaching force. Retirement (S3) was not tracked per teacher, but was estimated from the mean age and experience separately. Sabbatical and deferred salary were handled as a part of S2 and not as separate variables. The number of reentrant teachers (S6) was obtained from the Unemployed Teachers' Action Center but with no explanation as to how they obtained the data. Immigrant experienced teachers (S7), and substitute teachers (S8) did not seem to be considered as separate potential sources of teachers.

All information on the supply of new graduates from B.C. higher education institutions (S9) and elsewhere were presented as a whole without any level breakdowns. Interesting information was given for nonteaching and Immigration (S10), which indicated that in past times which were more advantageous for potential teachers, less than 60% of graduates entered the teaching force, while in recent times this percentage dropped to around half of this figure. No information was given for previous graduates with no teaching experience (S12) or changes in teacher education or certification (S13) that would affect new teacher supply.

Demand was handled in a similar way with Ministry of Education figures used to project actual school enrolment (D1) for Kindergarten, elementary and secondary. The study did not explain how these projections were made so it was impossible to tell if birth rates, immigration and emigration (from D1) and student rate of retention (D2) were taken into account. The prediction of students (D3) was not completed for all grades, but for only the three levels mentioned above. The student teacher ratio (D4) was used extensively to determine the number of teachers as this ratio was already the basis for determining the number of teachers required (17.71 students per teacher). Change in curriculum/programs (D6) and economic conditions (D7) were not reported.

For the reasons stated above, it was concluded that this B.C. study was a broad look at teacher supply of inexperienced teachers (S14), experienced teachers (S15) and the total demand for teachers (D8) and, therefore the need for teachers in B.C. for the next ten years. It lacked precision in levels and specific qualifications of teachers available and required.

Conclusions. The B.C study concluded that over the next ten years, public school enrolment should increase by 65,000 students. By applying the 17.71 student:teacher ratio, 3,600 additional teachers will be needed. Another 26,000 will leave the system for numerous reasons over this time period. The estimated 8,500 unemployed teachers in the province will pick up the opening teaching positions until 1990-91, but after that the projected shortage of teachers by 1993-94 will be around 2,500 teachers. From A Legacy for Learners:The Summary of Findings 1988 (Province of British Columbia, p38), the Commission recommended that the provincial government provide the three universities with the resources to develop, in a coordinated fashion through a tri-university committee, the numbers and kinds of teachers needed in the next decade.

Ontario. In 1989, a study was published entitled Perspectives on Teacher Supply and Demand in Ontario, 1988-2008 (Smith, 1989). The study used the calculations and projections for Teaching Force (S1) and Actual School Enrolments (D1) from Statistics Canada as used in the Canadian Teachers' Federation (1989) publication Projections of Elementary and Secondary Enrolment and the Teaching Force in Canada 1987-88 to 2006-07, which is the next study reviewed here. Why the Ontario study did not use the Province's data was not made clear, although some discrepancies were acknowledged between the two data sources.

Provincial data were available for teachers lost each year to nonteaching employment, emigration, disability, death and other such causes (S2) on a global basis. Sabbatical (S4) and deferred salary (S5) were not mentioned although there was a category for further study. Data on reentrant teachers (S6) were available on a Provincial basis, but immigrant experienced teachers (S7), and substitute teachers (S8) did not seem to be taken into account as potential sources of teachers. The experienced teacher supply (S15) was not projected by subject area.

The inexperienced teacher supply (S14) was based on a broad analysis of the provinces new graduates (S9) minus those lost to nonteaching and emigration (S10), plus the new teacher immigrants from other provinces (S11). An interesting analysis of previous graduates who were unemployed in teaching (S12) revealed that approximately half of the graduates from 83-86 in Ontario did not find teaching positions, leaving them as a large potential source of teachers. Changes in teacher certification (S13) were not analyzed.

With respect to demand, D1 has already been discussed. Student rate of retention (D2) was not included in the study and the prediction of students in all grades (D3) was not presented. The student teacher ratio (D4) was assumed to remain the same, the change in curriculum programs (D6) was dealt with briefly and a change in economic conditions (D7) was not discussed. The total demand for teachers in changed conditions (D8) was not based on subject or grade specific data and some major variables were not thoroughly addressed.

Conclusions. By the mid-1990's teacher retirements alone will equal the number of teacher graduates in Ontario, with the number of retirements staying high until approximately 2008 when there will likely be a sharp downswing. The total number of teacher positions will also increase because of small increases in student numbers, Kindergarten expansion and more teacher preparation time. The study draws on the CTF study reviewed below to conclude that approximately 1000 new teaching positions a year will be needed for the next ten years in addition to the replacement positions. The increases will not be uniform across the province as some systems will actually be decreasing while others will be experiencing major increases.

Supply teachers have been picking up the vacant positions available in the recent past, but this supply appears to be almost exhausted. The most severe shortages will be in mathematics, sciences, technological studies and French. At the same time large numbers of teachers are retiring, and there will be a large number of professors retiring, possibly as high as one half of the Education faculty by 1993. Without increasing the number of graduates from Ontario universities, the shortage could be as high as 2,500 teachers a year by the mid-1990's. However, it should be kept in mind that in the late 1960's, Ontario universities produced more then 13,000 teachers, while in 1989 they graduated just under 5,000 teachers, leaving a great deal of room for expansion.

Canadian Study, 1989. As mentioned in the review of the Ontario study, the Canadian Teachers Federation (1989) completed a study entitled Projections of Elementary and Secondary Enrolment and the Teaching Force in Canada 1987-88 to 2006-07. As indicated in Table 1, this study, with respect to supply, was only concerned with the present teaching force at the macro level of elementary and secondary and not with function levels. None of the other supply variables listed in Figure 1, such as retirement, were analyzed.

Most of the study was concentrated on the demand variables, as shown in Table 2. Actual school enrolments (D1) were thoroughly analyzed by taking into account birth rates, emigration and immigration and past school enrolment trends. Student rates of retention (D2) were taken into account, as was the student teacher ratio (D4) when developing the total demand for teachers (D5). The student teacher ratios were adjusted in the future projections, with some assumptions about changes in curriculum and programs (D6) to bring most ratios down to 15:1. No major analysis of the economic conditions was done, but the assumption was made that conditions would remain roughly the same across Canada. These analyses lead to strong conclusions about the need for teachers in the future.

Conclusions. This study predicted a 4.65% increase in Canadian elementary enrolment from 1986-87 to 1991-92, but Nova Scotia and New Brunswick were to experience declines of -0.22% and -2.55%, respectively, and Prince Edward Island a small increase of 0.33%. These predictions and those for other years for both enrolment changes and teaching positions are shown in Tables 3 and 4.

The study predicted that the Maritime Provinces will have 1007 new elementary teaching positions and 145 fewer secondary teaching positions from 1986-87 to 2001-2002. This does not take into account the number of teachers that will be required to replace those who are no longer teaching because of attrition or retirement.

Summary

Teacher supply and demand has been of interest in Canada before, but under different circumstances, i.e when this country was coping with huge increases or decreases in enrolments. Interest has once again increased on this topic because of the aging teacher force, a potential factor for large numbers of teachers retiring. In the major Canadian studies and literature, most evidence indicates a slight increase in the number of student enrolments in British Columbia, Ontario and Alberta with most other provinces remaining about the same as they are presently. But these increases coupled with retirements have produced a situation in these provinces where need has already or will in the next few years outstrip supply.

Like Canada, the supply and demand situations in the United States vary across the nation. But generally, since the early eighties, their need for teachers has outstripped supply. The status of teachers within the general United States workforce is lower than in Canada and this problem has added to the short supply.

One of the greatest concerns with a possible shortage of teachers is its possible effect on teacher education should the need for teachers lead to a sharp reduction in the qualifications required to enter the profession. Ontario has already been required to hire for the classrooms, personnel that do not hold any degree.

ERIC Studies

Grissmer and Kirby (1987, xvi) concluded that in the U.S. "Current forecasts of teacher attrition are weak compared to forecasts on enrolment and pupil/teacher ratios, mainly because of inadequate and unanalyzed data." Some states have this data, but nationally it does not exist. They suggest that research should be supported to develop improved attrition forecasts for use in teacher supply and demand models, and to collect data on the returning teachers from those who have temporarily left the system as it is an important supply component.

Many U.S. states have been involved in teacher demand and supply studies more than Canadian provinces because of the American short supply of teachers, especially in mathematics and science. The National Academy of Sciences and National Research Council (1986) promoted a forum for the study of statistics associated with supply and demand studies and concluded that activities in this area that were important were measurement of teacher quality, descriptions of the entry, leaving and ranking systems, development of teacher profiles, assessment of state and national data sources for school systems and universities, and evaluation of models of teacher supply and demand.

Teacher supply and demand studies are best classified as needs assessments where the actual and the preferred states are compared. However, studies of predicting supply and demand are difficult because both the actual and preferred states are guesses based on predicting from the past. The accuracy of the guesses depends on the how well the researchers measure the past and predict the future actual and preferred states. Teacher supply and demand are difficult to predict because human behaviour is unpredictable and because demand and supply trends are fragmented and insufficient analysis has been done on existing data (Grissmer and Kirby, 1987). Kay Adams (1983, 55) used the term "need sensing to refer to the broad array of strategies a complex organization uses to collect information for charting its future."

Who needs and uses these data? Eric Clearing House on Teacher

Education (1986,2) addressed the problems of obtaining data and creating a solid foundation for projections of student needs and listed seven potential users for whom this type of information would be helpful. (1) Institutions of higher education which develop teacher preparation programs, recruit and advise students on career potential and maintain cooperative programs with local school districts. (2) Local school districts for use in recruitment, teacher assignments and facilities planning. (3) Provincial or state departments for use in policy decisions on certification and fiscal proposals. (4) Federal agencies and national organizations for use in making base budget decisions (in the U.S.) and teacher market estimates. (5) Public school employees who could use the information for their own career plans. (6) Public, professional and pressure groups for use in promote their social concerns on educational issues. (7) Researchers, students and taxpayers who need information to pursue their own particular interests and issues. The importance of these data to each of the groups means that the information should be collected on a national basis, particularly because the job is so complex, time consuming and, therefore, expensive.

In the same article, the ERIC Clearing House concluded that the only U.S. National statistics readily available were on student enrolments. The numbers of teachers and teacher graduates were available on a regional basis, but were not compiled nationally. At the very least, two types of data are necessary to have accurate predictions of supply and demand, i.e. a precise list of teacher vacancies and the certification records of teachers hired to fill these vacancies which would provide precise information on teacher shortages in specific subject areas. The Rand Corporation found that less than a dozen states publish in-house supply and demand studies (p10). In Canada, at least an equally sparse a situation exists since Statistics Canada stopped compiling national information about four years ago. Each province gathers data based on their own needs and very little coordination occurs.

As addressed above, one of the main reasons for being aware of the need for teachers is to ensure that teacher education is not governed by a chronic shortfall of teachers which leads to lowering the standards of teacher education. As Albert Fiorino (1978) wrote in the late 1970's, this period was the first time in many years that teacher education programs and policies were not driven by a severe shortage of teachers.

The Maryland State Board of Education (1987,5), which has been a strong supporter of teacher supply and demand studies, included in one of its reports that ". . . arguing for or against the existence of teacher shortages is a glass-half-full, glass-half-empty type of argument. A more appropriate question is raised by this report: where are the 'imbalances' in the supply and demand for teachers in the State of Maryland and how may these imbalances become balanced?"

Loss of Teachers to Nonteaching Employment, Emigration, Disability, Death and Other. One third of the first year science teachers in North Carolina do not return for their second year of teaching (American Association of Colleges for Teacher Education, 1983, 25). Grissmer and Kirby (1987, iii) concluded from a cross-sectional analysis of two States that "The probability that a particular teacher will leave a school district follows a U-shaped curve: It is as high as 20 to 25% for a beginning teacher, a very low level of 1 to 5% for a mid-career teacher, and 20 to 25% again for a teacher approaching retirement eligibility." Male and female U-shaped curves will vary because of different patterns of marriage and different migration patterns after marriage, women leaving for maternity leaves and childrearing, and different types of earning opportunities outside of education. Policies that will encourage teachers to stay to mid-career will probably help lower attrition because the teachers will have a more difficult job finding an alternative career that pays as well and they will be more settled in their patterns of life and more resistant to move.

Teachers will also find it easier to leave and return when jobs are plentiful in the teaching force which will increase the tendency to leave. Not all ideas devised to retain teachers actually work. Raizen (1986) gives examples of some negative effects on teacher retention by policies leading to career ladders, changing credential requirements and teacher competency tests, which were designed to retain more teachers.

Although little information of comparative salaries outside the teaching profession for Canadian teachers is available, the U.S. has had problems of varying magnitude related to losing teachers to occupations outside teachers for many years. Russell Rumberger (1987) analyzed the linkage between teacher shortages and salaries for mathematics and science teachers in large urban centres and found that teachers did leave teaching for higher paying jobs outside the fields of education.

Retirement. As mentioned before, as teachers approach retirement, the probability of their leaving increases dramatically to 20-25% . Late career attrition is linked mainly to the type of retirement system. Most retirement systems work on some combination of age and experience. Attrition rates increase rapidly when teachers reach the minimum requirements for retirement and usually increase through mandatory retirement age (Grissmer and Kirby, 1987).

In a study completed in the District of Columbia (Holmes, 1988), conclusions indicated that just over one-third of the teachers were planning to retire as soon as they were eligible at 55 years.

Sabbatical, Deferred Salary and Immigrant Teachers. No information was found in the literature on the effects of these variables on teacher supply and demand.

Reentrant Teachers. The number of teachers that may be available who have been out of the workforce for some time is a potential excellent source of teachers that may come back into the workforce when jobs are available (Hogue, 1986).

In the U.S., "As demand for teachers increases over the next decade because of enrolment, a critical concern for policymakers in the Northeast will be expanding the supply of qualified teachers willing to work in the region's schools (Title, 1989, 1). Other than new graduates and teachers from "neighbouring states," Title emphasizes the potential in drawing back certified teachers in the margin with changes to the salaries scales, general working conditions, retirement policies and tenure, seniority and sick leave.

Regional New Graduates, Teacher Certification and Certificates. Canadian school systems, Universities and Provincial Departments of Education have not been tracking new graduates particularly well over the years. Because the shortage of teachers has been more acute in the United States, more research has been completed there on new graduates. For example, for many years an annual study has been completed in the State of Iowa (Howe and Gerlovich, 1982) to identify mathematics and science teacher supply and demand. Information was available on the number of teacher education graduates from Iowa institutions from 1970-82 and early detection was possible about major teacher shortages. Similar types of studies were completed in Illinois (Illinois State Board of Education, 1983).

In the U.S. in the early 1980's, new recruits to teaching were less well qualified than those that were leaving. Upgrading teachers salaries and creating more professional working conditions were two of the suggestions for a solution (Darling-Hammond, 1984 & National Center for Educational Statistics, 1985).

One variable that has been important in the Canadian literature is the cultural background of the teachers. Very few teachers are members of minority groups and yet many school systems are looking for such teachers. In a study reported by Martyn (1984) investigating retention of Canadian native graduates of three special education programs in Native Community Schools, it was found that during the first year after graduation, all the

Natives in the study had employment in education and almost ninety percent were employed in education since graduation. In the U.S., Tewel and Trubowitz (1987) and Tooredman (1987) concluded that the reasons for attracting and retaining fewer minority group teachers were low salaries, accompanied by low status, better career options, teacher competency tests, desegregation and poor career advancement opportunities.

New teachers will still find most jobs in rural areas, which begs the question of how well teachers who are educated in urban universities are prepared for teaching in rural areas. Murphy's (1984) British Columbia study found that most jobs for teachers were in rural areas and he explained how the University of Victoria was trying to prepare teachers for rural assignments with rural internships and teacher exchange programs as ways of giving teachers some exposure and insight to rural life. Williams (1985) and Williams and Cross (1987) reported on a training program that was developed on a rural campus for training rural teachers which was highly successful with both obtaining employment for these graduates and having them feel satisfied in their positions. In their teacher education programs these students were required to live within the rural communities while gathering data for an early experience course. These data were then used to familiarize the students with the issues dealt with by rural teachers. Unfortunately this program was cut because of fiscal restraint.

Not all programs are successful in attracting and retaining good quality students into teacher education programs. Sentra Raizen (1986) found many examples of scholarship loan programs, originally devised to retain teachers, which had negative effects. One fear of many universities and teacher professional organizations is the lowering of standards for obtaining a license to teach as an alternative to reducing the teacher shortage. Uhler (1987) cites at least U.S. States that are using a variation of the Alternative Path to Certification program developed in New Jersey in 1983, which allows recruitment of candidates without traditional teacher training.

Another potential problem to be watched closely is the number of professors that will be available in the future to teach in schools of education. In 1986, Max von Zur-Muehlen, by analyzing the foreseeable demand for university teachers and the supply of doctoral students, predicted that there will not be a severe faculty shortage in the 1990's. However, more recent analyses are disagreeing with these predictions, particularly in Education, and conclusions are indicating that many professors will retire in the late 1990's. For example, from 1995 to 2000, approximately 40% of the Ontario professors in Education will retire (Humphries, 1990).

With the large number of teachers that may be needed, and the decline in the number of qualified professors available, other sources of expertise may have to be found. Christy Walsh reported on an effective strategy used in one U.S. district, when two retired teachers were hired at one school as consultants to work with nine new teachers. Over the program's two- year life, it was agreed that these consultants would not report directly to the principal so the new teachers could feel more comfortable with sharing their problems and seeking advice from the consultants. Both the retired teacher consultants and the nine new teachers, at the end of the project, rated the experience as highly informative and successful, even calling it "a model of life long learning."

New Graduates, Immigration. One way to encourage more movement of teachers from one district to another is to not require additional work for certification, once a teacher has been certified for the first time. A move toward this position is the Northeast Regional Credential being planned by the Northeastern States. In this model, once a teacher receives an initial regular state certificate, that individual would be allowed to hold a position in another State, for a maximum of two years, until state requirements were met(Newton et al, 1989).y

Previous Graduates with No Teaching Experience.

The Youth Initiatives Office of the Nova Scotia Department of Vocational and Technical Training (1987) surveyed all the graduates of teacher education programs from 1980 to 1984 who applied for certification with the Department of Education and had not taught 175 days or more in any one year since their graduation. The study population consisted of 2568 teachers of which 54.9% responded to the survey. The results of this study indicated that 65% of the respondents had not obtained a fulltime teaching position, suggesting that this pool of potential teachers may be quite large.

Birth Rates, Emigration, Immigration and Actual school Enrolments. Michael Barrett (1982,16) concluded that "Net immigration has been a significant factor in Canadian population growth since World War II, accounting for 23% of our population growth." During the 1966-75 period, Canada accepted more immigrants per capita of existing population than any other country in the world. He says that "Population forecasts for Canadian society are highly unreliable, in part because of the difficulty in predicting future reproduction patterns and in part because immigration policy is uncertain" (p20), yet immigration will likely be the most important factor in the Canadian population growth.

Of course, it is one of the most important variables as found by the Florida State Department of Education Study (1986) when they were predicting a 2 to 3 % increase in student enrolment per year until 2000, with an accumulated percentage increase of 42% from 1985 to 2000.

Change in Curriculum Programs and Change in Economic Conditions. The Massachusetts Institute for Social and Economic Research (MISER) is creating "an interactive database on educator supply and demand within each state and across the region . . ." They are also developing econometric software which will simulate policy scenarios. When this is completed, predictions will be able to be made with respect to proposed changes in economic conditions and school programs (Newton, Balsom & Brewer, 1989, p3).

United States General. Canada and the United States were similar in the early 1970's with an oversupply of qualified teachers. Herold Regier (1972, 7) wrote for the Phi Delta Kappa Foundation that "College and university graduates of the 1970's face conditions similar to those their parents faced during and following the depression years of the 1930's - very few jobs and many candidates." Apparently, one personnel officer from a western city reported that 5000 candidates applied for 235 jobs in the system. These types of situations brought calls for teacher supply and demand studies, but for very different reasons than are prevalent in the 1990's.

As early as 1980 in the U.S., Harris found that the increase in school age population and the decline in numbers of available teachers would lead to a near crisis by the Fall of 1983. In 1982, Abeles drew attention to a shortage of teachers in the United States, particularly in the areas of secondary school science where the number of positions were increasing and the recruitment was down. Patricia Blosser (1983 & 84) claimed that the early 1980's crisis in the shortage of science teachers was predicted as early as 1976 by researchers. A survey of the membership of the Association for School, College and University Staffing (Akin, 0).1985) found that the teacher job market decline was at its lowest point around 1983 and shortly after that considerable teacher shortages were found in mathematics, physics, chemistry, computer programming and data processing. In 1982, approximately 425 member institutions of the American Association of Colleges for Teacher Education (1983) responded to a survey about teacher supply and demand. General shortages were reported in math, physical and earth sciences and biology and these shortages have been confirmed by many studies, e.g. Raizen, (1985).

In a more recent study (Center for Educational Statistics, 1988), within the U.S. the number of secondary teachers which has been increasing since 1983, will have a slight decrease in 1989, after which positions will increase again until at least 1992, the end of the projection period. With a rising number of elementary school pupils, elementary teaching positions will continue to increase to the end of the projection period. The total number of teachers by 1992 should be higher than in 1972.

In 1989, Newton, Basom and Brewer concluded that "Within the next decade, over one million teaching positions will have to be filled nationally. The ability for the nation to fill these positions has been questioned by many researchers (p1). Tooredman (1987) went as far as predicting that not all districts will be able to fill all vacancies. Gary Watts' (1986) radical method of handling teacher shortages was to leave the classrooms vacant rather than hire poorly qualified substitutes. He felt that this was the best way to quickly involve the public in applying pressure on governments to properly support long term solutions for developing quality teachers.

Conceptual Frameworks. One teacher education analytical model used in Canada, the Flexor Model, consists of school teacher and a teacher education modules (Hansen Group, 1978). The former provides the number of school teachers that will be needed in future years from projections of the number of pupils and assumptions on teacher/student ratios. Projected teacher withdrawals for various reasons are subtracted from the projected number of continuing teachers, and acquisitions from universities, part-time pool and returning teachers are added. The Teacher Education module accepts as input the teacher education graduates required in the system and compares them with the number of admissions to the institutions. Factors of faculty movement because of age and other reasons, faculty salaries, faculty/student ratios and cost of running these programs are used to help predict the number of teacher education graduates.

One simulation model for Oregon's educator labour market used a Markov chain (Baugh and Stone, 1980). The model drew heavily from a University of Southern California faculty planning model and included appointment rate, age, probability of attaining promotion, retirement, resignation and mortality rates, length of probation, size of faculty and faculty salaries. Faculty flow models were applied to elementary and secondary educators, with the importance of rank and tenure reduced and turnover increased.

Some studies (Berry, 1984) have used qualitative research study techniques to examine the market patterns of initial career choice, position availability, recruitment and selection, turnover and mobility, but it was felt that these techniques were too time consuming and inefficient for this study.

In 1988, the Center for Educational Statistics (1988, 3) used econometric methods to forecast the number of public school teachers in the U.S. "as a function of per capita income (lagged 2 years), revenue receipts per state sources per capita, and elementary enrolment. The number of secondary teachers was modeled as a function of per capita income (lagged 1 year), revenue receipts per state sources per capita, and secondary enrolment (lagged 1 year)."

A study by the Connecticut State Department of Education (1988, 5), used a teacher shortage index containing three components to more accurately identify five areas of teacher shortage, which was required by state statutes. The first factor was a teacher qualification factor, consisting of the number of vacancies due to lack of qualified persons, the number of temporary emergency permits and temporary authorization for minor assignments. Second was the application rate for each position type consisting of the median number of applications per district. The third factor accounted for the potential pool of teachers, consisting of the total number of vacancies for each position divided by the total number of provisional certificates issued for the year. A high ratio means a small pool of potential applicants compared to the available positions leading to high teacher shortage. The final teacher shortage index is based on the sum of the ranks of each component, with each component ranked from one (least shortage) to 28 (highest shortage). A high index indicated a high teacher shortage, while a low index means a low teacher shortage.

Responses to Increased Demand for Teachers. Writing for Unesco in Paris, Peter Williams (1979) concludes that creating the capacity to respond to changes within the teaching force must be as important to educational planners as accurately forecasting teacher supply and demand.

In 1982, approximately 425 member institutions of the American Association of Colleges for Teacher Education (1983,24) responded to a survey about teacher supply and demand. They ranked the methods that they would find acceptable to combat shortages as: arrange for persons to get emergency certificates, use other teachers out of field, increase class size, recruit teachers from other states, use non-certified persons, cancel courses, e.g. high school electives, provide incentives to hire the teachers needed, e.g. salary supplements, workload adjustments, forgivable loans and student recruitment. Neil Carey and others (1988) also discussed similar ways to alleviate teacher recruitment shortages, but indicated some differences such as developing nontraditional recruitment policies that restructure teacher preparation policies to attract recent college graduates that have majored in science or mathematics and wish to change careers, to retired persons and to homemakers. At the University of Calgary, a policy is being discussed to recognize two year teacher training experiences in other countries as credit toward a Bachelor of Education degree. This is to respond to the prediction that approximately 50% of the Alberta students in school in the next five years will have English as their second language and the need for ESL teachers will be great.

Florida began programs to attract teachers in 1983, particularly in critical teaching areas, which included different types of teacher financial aid programs, an alternative certification process and a teacher recruitment center. A total of 1,080 teacher scholarship loans have been awarded to 875 student teachers. Of the ones that had graduated before 1986 only 51% were teaching and 45% had begun to repay their loans in lieu of teaching (Florida State Department of Education, 1986, 7 & 8).

APPENDIX U

GENERAL DESCRIPTION OF DATA AND BASIC CONCEPTS USED IN COMPUTER PROGRAMS DESIGNED TO OBTAIN TEACHER FTES AND RETIREMENT INFORMATION

DATA

As discussed in Chapter 2, Nova Scotia chose to use their own information system to provide most of the data required by the investigators. In contrast, New Brunswick and Prince Edward Island provided the investigators with teacher and pension data sets. While the data sets of each province contained the information required, the variables were different in each set. Consequently, computer programs were developed for each of the two provinces to convert the detailed data provided on each teacher (such as minutes teaching each class) to information used to assign the teachers to the appropriate school levels, subject areas, and language sectors.

The variables in the data sets of the two provinces used to obtain the teaching force expressed in FTEs are listed below.

New Brunswick

1988-89 Data Set

District number
Percent of time employed
Position (teacher, relieving teacher, principal, vice-principal, department head, other school based instructional staff, other district-wide instructional position)
Specialty (guidance counsellor, librarian, etc.)
Percent of week and minutes in week in regular teaching
Percent of week and minutes in week in specialized teaching
Percent of week and minutes in week teaching special education
Percent of week and minutes in week in school administration
Percent of week and minutes of week working in library
Percent of week and minutes of week counselling
Percent of week and minutes of week supervising study periods
Percent of week and minutes in preparation time
Percent of week and minutes in time free
Grades taught (1-6, 7-9,10-12, 1-9, 7-12, 1-12)
Subject code for each class taught
Grade code for each class taught
Minutes in week teaching each class

The 1987-88 data set was similar to the 1988-89 data set except grades taught were not given. In their place percent of week teaching grades 1-6, 7-9, 10-12 were given.

Prince Edward Island

- Employment expressed as a FTE position
- Position (teacher,principal, vice-principal, department head, other school based, unit-wide administrator, unit-wide instructional)
- Detail code for position, e.g., guidance counsellor, librarian, consultant, coordinator
- Language of instruction
- Elementary position
- Elementary FTE
- Junior High position
- Junior High FTE
- Grade code for each class taught in elementary and junior high
- Subject taught for each subject taught at elem. and jr. high
- Courses taught in 10-12
- FTE associated with each course taught

BASIC CONCEPTS

The basic concepts employed in the development of the programs to obtain the teaching force and retirements expressed in FTEs are given below. The logic of the computer programs were reviewed by representatives of the New Brunswick Department of Education and the Prince Edward Island Department of Education.

New Brunswick

I. Ftes for Table 1

A. Elementary and Junior High

1. Used position, percent of time employed, and percent of week in regular teaching, specialized teaching, special education, etc. to calculate FTEs for regular teachers, other teachers, those teaching special education, principals, and vice-principals. Each individual may have more than one FTE category. For example, most fulltime vice-principals spend a portion of their time teaching and thus have an FTE as vice-principal and an FTE for regular teaching, other teaching, or special education depending on their teaching responsibilities. The FTEs of the different categories mentioned above sum to the person's time employed (1.0 for fulltime people).

2. Used district number to create a variable which indicated whether the individual was teaching in an anglophone or francophone school. No variable was available to identify those teaching in a French Immersion program.

B. High School (10-12)

1. Teachers, relieving teachers, and department heads were all classified as teachers.

Each person was assigned an FTE for each course taught by dividing the minutes teaching each class by the total minutes that the individual taught, and multiplying by the time of employment in fulltime equivalence (1.0 for a fulltime teacher, .5 for a halftime teacher etc.).

For each individual, the grade level (10,11, or 12) of each subject taught was checked for correctness . If no discrepancies were found the subject was categorized into the subject categories given in Table 1 and the appropriate FTE was assigned to that subject for the individual. This was repeated for each course taught. Depending on the language of instruction, French or English, the course and its FTE were further categorized into anglophone or francophone.

2. For principals, vice-principals, guidance counselors, librarians and other instructional administrators, the administrative FTE was reduced by the amount of total time spent teaching. For example, it was not uncommon for a vice-principal to spend at least .5 FTE teaching courses. All FTEs for teaching performed by administrators were assigned to the specific subjects as described for teachers. The FTEs assigned to these different categories would sum to the individual's time employed (e.g. 1.0 for fulltime people).

C. Mixed Grade Levels

1. Some schools were a mixture of grade levels, e.g., 1-12, 1-9, and 7-12. This involved more complex programming but the basic principles described in the above were followed. However, in some cases, it was not possible to determine what FTE proportion should be allocated to each grade level. In such cases, the following agreed upon guidelines were used.

	Weightings		
For schools with grades:	Elem	Jr	Sr
P-6	1		
P-9	1/2	1/2	
P-12	1/3	1/3	1/3
7-9		1	
7-12		1/2	1/2
10-12			1

Schools teaching other grades were treated within these categories as follows:

P-6	includes any P-1, P-2, P-3....including P-7 grades
P-9	includes P-8, or combinations such as 3-8, 4-8, etc.
P-12	includes P-11, 4-12, etc.
7-9	includes 7-8, 7-10, 6-9, 6-8
7-12	includes 6-12, 8-12
10-12	includes 9-12, 11-12

For groups other than principals and vice-principals, it usually was possible to allocate the teaching FTEs to the appropriate school levels. However, whenever a case was encountered in which sufficient information was not available to make this decision, the above procedure used for principals and vice-principals was employed. It should be noted that this only was necessary in schools that included more than one grade level. Thus, if a person were principal of both a junior high and senior high, the FTE for being principal would be split evenly between the two grade levels.

D. For All Grade Levels

The sum of the individual FTEs were obtained by grade level, language, subjects taught (for senior high) and administrative position to produce the New Brunswick part of Table 1--FTEs for the base year 1988-89.

II. Retirement Eligibility

The data for each person in each of the three grade level groups were then placed in a single data file (8,256 people) and merged with the pension data file. Approximately 1% (90 people) could not be matched. For these 90 people, it was necessary to substitute total teaching experience for years of pensionable service (A study reported in the methodology section provides support for this substitution.) Age was available on both files.

A program was developed to determine the year in which each individual would be eligible to retire at full pension (not necessarily maximum pension) using the following criteria provided by the Province of New Brunswick.

- 35 years of service
- Age 60 or more with at least 20 years of service
- Age 65 or more with at least 5 years of service
- Any combination of age plus service totaling 90.

For each individual, the year eligible to retire for each criteria was calculated and the earliest year was selected as the earliest time that particular individual could retire at full pension. A table of FTEs by grade level, language, subjects taught (for senior high), and administrative position (see appendix R) was then produced for all people eligible to retire in any one year from 1990-91 to 2003-04.

The above information was used to produce Table 1, Figures 2 and 3, Appendix R, and as an input to the spreadsheets in Appendix O.

Prince Edward Island

The same concepts used in developing programs for New Brunswick were used for Prince Edward Island. A few of the variables were different but, in general, the same type of information was provided. Therefore, while the programs were not identical, the general description given for New Brunswick would apply to Prince Edward Island with two exceptions - the French Immersion program was identified and the criteria for retirement differed. The criteria for retirement at full pension (not necessarily maximum pension) is as follows:

- 35 years of service
- Age 60 or more with at least 10 years of service
- Age 55 or more with at least 30 years of service.

The resulting information was used to produce Table 1, Figures 2 and 5, Appendix R, and ad an input to the spreadsheets in Appendix Q.

Nova Scotia

In contrast to New Brunswick and Prince Edward Island, the Nova Scotia Department of Education performed most of the analyses on their data. However, they were not able to efficiently produce the retirement data in the detail needed in this study. Therefore, Aspotogan agreed to develop the program and do the associated analyses.

The Department of Education provided a tape containing a file of all subjects taught by personnel in the 1988-89 school year who were included in this study. The grade level, language of instruction, percent of time employed, years and days of service, birthdate, and sex were included. A program similar to the retirement program described for New Brunswick was developed and reviewed by representatives of the Nova Scotia Department of Education. The criteria provided by the Department of Education to determine the year in which each employee would be eligible to retire at full pension (not necessarily maximum pension) was used in this program and are as follows:

- 35 years of service

- Age 60 or more with at least 10 years of service
- Age 55 or more with age plus service at least equal to 85
- Any combination of age plus service totaling 90.

The output from this program was used to produce figures 1 and 4, Appendix R, and as an input to the spreadsheets in Appendix P.

Table NBA34

New Brunswick Totals for Anglophone Elementary Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	2840.7	2838.9	2777.6	2736.6	2712.5	2668.0	2630.2	2601.5	2583.0	2569.2	2537.2	2517.7	2498.9
Teacher Loss:S2	-93.7	-93.7	-91.7	-90.3	-84.1	-82.7	-81.5	-80.6	-80.1	-79.6	-78.7	-78.0	-77.5
Retirement:S3	-38.2	-36.4	-36.3	-47.5	-62.1	-59.4	-65.7	-59.8	-75.0	-74.4	-90.5	-103.4	-108.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-5.7	-5.7	-5.6	-5.5	-5.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	124.9	124.9	124.9	124.9	124.9	124.9	124.9	124.9	124.9	124.9	124.9	124.9	124.9
Non-teaching:S10	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0	-25.0
Immigrants:S7+S11	28.4	28.4	28.4	28.4	28.4	28.4	28.4	28.4	28.4	28.4	28.4	28.4	28.4
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	128.3	128.3	128.3	128.3	128.3	128.3	128.3	128.3	128.3	128.3	128.3	128.3	128.3
Experienced:S15	2703.1	2703.2	2644.1	2593.4	2560.9	2525.9	2483.0	2461.1	2428.0	2415.1	2368.0	2336.2	2313.3
CHANGE													
Curr change:D6	35.6	6.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	2803.3	2770.9	2736.6	2712.5	2668.0	2630.2	2601.5	2583.0	2569.2	2537.2	2517.7	2498.9	2475.7
Changed Cond:D8	2838.9	2777.6	2736.6	2712.5	2668.0	2630.2	2601.5	2583.0	2569.2	2537.2	2517.7	2498.9	2475.7
Substitutes:S8		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-7.6	53.8	35.8	9.1	21.2	24.0	9.7	6.3	-12.9	6.2	-21.4	-34.4	-34.2

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBA35

New Brunswick Totals for Anglophone Junior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	1884.7	1851.9	1795.4	1770.9	1771.8	1775.0	1773.4	1749.2	1706.1	1665.8	1657.8	1645.5	1637.1
Teacher Loss:S2	-62.2	-61.1	-59.2	-58.4	-54.9	-55.0	-55.0	-54.2	-52.9	-51.6	-51.4	-51.0	-50.8
Retirement:S3	-13.3	-18.8	-20.4	-28.1	-27.7	-29.3	-34.5	-32.3	-50.9	-58.3	-55.3	-69.1	-57.9
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-3.8	-3.7	-3.6	-3.5	-3.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3
Non-teaching:S10	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7
Immigrants:S7+S11	18.5	18.5	18.5	18.5	18.5	18.5	18.5	18.5	18.5	18.5	18.5	18.5	18.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	25.2	25.2	25.2	25.2	25.2	25.2	25.2	25.2	25.2	25.2	25.2	25.2	25.2
Experienced:S15	1805.4	1768.3	1712.1	1680.8	1685.6	1690.7	1683.9	1662.7	1602.3	1555.8	1551.1	1525.4	1528.5
CHANGE													
Curr change:D6	17.6	3.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1834.3	1792.1	1770.9	1771.8	1775.0	1773.4	1749.2	1706.1	1665.8	1657.8	1645.5	1637.1	1610.6
Changed Cond:D8	1851.9	1795.4	1770.9	1771.8	1775.0	1773.4	1749.2	1706.1	1665.8	1657.8	1645.5	1637.1	1610.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply Demand	-21.3	-1.9	-33.6	-65.7	-64.2	-57.6	-40.1	-18.3	-38.3	-76.8	-69.2	-86.6	-57.0

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NBA36

New Brunswick Totals for Anglophone Senior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	1592.5	1551.0	1525.9	1484.6	1453.4	1421.5	1404.9	1406.9	1409.2	1407.9	1388.7	1356.3	1325.4
Teacher Loss:S2	-52.6	-51.2	-50.4	-49.0	-45.1	-44.1	-43.6	-43.6	-43.7	-43.6	-43.1	-42.0	-41.1
Retirement:S3	-28.9	-23.8	-29.5	-37.6	-29.9	-44.8	-46.7	-40.7	-45.0	-61.0	-66.5	-62.1	-73.3
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-3.2	-3.1	-3.1	-3.0	-2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	238.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	-47.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	15.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	206.0	206.0	206.0	206.0	206.0	206.0	206.0	206.0	206.0	206.0	206.0	206.0	206.0
Experienced:S15	1507.9	1472.9	1443.0	1395.0	1375.5	1332.7	1314.6	1322.6	1320.5	1303.3	1279.2	1252.2	1211.0
CHANGE													
Curr change:D6	6.6	3.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1544.4	1522.6	1484.6	1453.4	1421.5	1404.9	1406.9	1409.2	1407.9	1388.7	1356.3	1325.4	1320.9
Changed Cond:D8	1551.0	1525.9	1484.6	1453.4	1421.5	1404.9	1406.9	1409.2	1407.9	1388.7	1356.3	1325.4	1320.9
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	162.9	153.0	164.4	147.7	160.0	133.8	113.7	119.4	118.6	120.5	128.9	132.8	96.0

```
 ____________________ SUPPLY ____________________
* Inexperienced supply S14      Experienced Supply     *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5    *
*______________________________________________________*

                       Minus

 ____________________ DEMAND ____________________
*                                                      *
*               Predicted Teacher FTE D5               *
*                       + or -                         *
*          Change in Need for Teachers D6 & D7         *
*______________________________________________________*

                       Equals
                      _______
                    * SURPLUS *
                    *   OR    *
                    * SHORTAGE*
                    * _______ *
```

Table NBF34

New Brunswick Totals for Francophone Elementary Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	1264.3	1266.3	1231.1	1204.5	1196.8	1181.6	1165.5	1154.1	1146.8	1141.3	1128.1	1119.4	1111.2
Teacher Loss:S2	-41.7	-41.8	-40.6	-39.7	-39.5	-36.6	-36.1	-35.8	-35.6	-35.4	-35.0	-34.7	-34.4
Retirement:S3	-30.0	-38.1	-56.3	-57.2	-45.5	-42.9	-31.5	-35.9	-37.6	-35.8	-53.7	-73.5	-74.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-2.5	-2.5	-2.5	-2.4	-2.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	58.0	60.0	62.0	65.0	70.0	65.0	60.0	60.0	60.0	60.0	60.0	60.0	60.0
Non-teaching:S10	-11.6	-12.0	-12.4	-13.0	-14.0	-13.0	-12.0	-12.0	-12.0	-12.0	-12.0	-12.0	-12.0
Immigrants:S7+S11	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7	12.7
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	59.1	60.7	62.3	64.7	68.7	64.7	60.7	60.7	60.7	60.7	60.7	60.7	60.7
Experienced:S15	1190.1	1183.9	1131.7	1105.1	1109.4	1102.0	1097.9	1082.4	1073.7	1070.1	1039.4	1011.2	1002.3
CHANGE													
Curr change:D6	32.9	10.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	1233.4	1220.3	1204.5	1196.8	1181.6	1165.5	1154.1	1146.8	1141.3	1128.1	1119.4	1111.2	1100.8
Changed Cond:D8	1266.3	1231.1	1204.5	1196.8	1181.6	1165.5	1154.1	1146.8	1141.3	1128.1	1119.4	1111.2	1100.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-17.2	13.5	-10.5	-27.0	-3.5	1.2	4.5	-3.7	-6.9	2.7	-19.3	-39.4	-37.8

```
     ____________________ SUPPLY ____________________
   * Inexperienced supply S14       Experienced Supply    *
   * S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5   *
   *_____________________________________________________*

                          Minus

     ____________________ DEMAND ____________________
   *                                                     *
   *               Predicted Teacher FTE D5              *
   *                        + or -                       *
   *           Change in Need for Teachers D6 & D7       *
   *_____________________________________________________*

                          Equals
                         ________
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       *_________*
```

Table NBF35

New Brunswick Totals for Francophone Junior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	689.8	684.2	654.0	638.6	630.9	629.3	627.3	622.4	610.0	595.7	593.5	590.4	587.5
Teacher Loss:S2	-22.8	-22.6	-21.6	-21.1	-20.8	-19.5	-19.4	-19.3	-18.9	-18.5	-18.4	-18.3	-18.2
Retirement:S3	-8.3	-12.9	-13.5	-18.3	-18.9	-16.7	-17.7	-14.5	-23.3	-33.0	-30.9	-37.6	-32.1
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-1.4	-1.4	-1.3	-1.3	-1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8
Experienced:S15	657.3	647.3	617.6	598.0	589.9	593.1	590.1	588.6	567.8	544.2	544.2	534.5	537.2
CHANGE													
Curr change:D6	16.3	5.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Changed Cond:D8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-20.0	0.1	-14.1	-26.0	-32.6	-27.3	-25.4	-14.5	-21.1	-42.5	-39.3	-46.2	-35.2

```
 ____________________ SUPPLY _____________________
* Inexperienced supply S14       Experienced Supply   *
* S14=S9+S10+S11+S12+S13         S15= S1+S2+S3+S4+S5  *
* ___________________________________________________ *

                        Minus

 ____________________ DEMAND ____________________
*                                                 *
*              Predicted Teacher FTE D5           *
*                      + or -                     *
*         Change in Need for Teachers D6 & D7     *
* _______________________________________________ *

                        Equals

                       ________
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * ________*
```

Table NBF36

New Brunswick Totals for Francophone Senior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	630.4	643.8	638.0	625.1	614.1	598.4	589.6	582.0	581.8	579.9	575.6	564.6	552.4
Teacher Loss:S2	-20.8	-21.2	-21.1	-20.6	-20.3	-18.6	-18.3	-18.0	-18.0	-18.0	-17.8	-17.5	-17.1
Retirement:S3	-10.9	-9.1	-9.8	-15.9	-5.5	-15.4	-14.7	-22.7	-31.2	-26.0	-35.9	-49.7	-45.6
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	-1.3	-1.3	-1.3	-1.3	-1.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	102.0	111.0	111.0	120.0	125.0	120.0	110.0	100.0	100.0	100.0	100.0	100.0	100.0
Non-teaching:S10	-20.4	-22.2	-22.2	-24.0	-25.0	-24.0	-22.0	-20.0	-20.0	-20.0	-20.0	-20.0	-20.0
Immigrants:S7+S11	6.4	6.4	6.4	6.4	6.4	6.4	6.4	6.4	6.4	6.4	6.4	6.4	6.4
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	88.0	95.2	95.2	102.4	106.4	102.4	94.4	86.4	86.4	86.4	86.4	86.4	86.4
Experienced:S15	597.5	612.2	605.9	587.3	587.1	564.5	556.6	541.3	532.6	535.9	521.9	497.4	489.6
CHANGE													
Curr change:D6	7.1	3.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	636.7	634.4	625.1	614.1	598.4	589.6	582.0	581.8	579.9	575.6	564.6	552.4	550.6
Changed Cond:D8	643.8	638.0	625.1	614.1	598.4	589.6	582.0	581.8	579.9	575.6	564.6	552.4	550.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	41.7	69.4	76.0	75.7	95.1	77.3	69.0	45.9	39.1	46.8	43.7	31.5	25.5

```
 ____________________ SUPPLY ____________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
*________________________________________________________*

                          Minus

 ____________________ DEMAND ____________________
*                                                        *
*                 Predicted Teacher FTE D5               *
*                          + or -                        *
*             Change in Need for Teachers D6 & D7        *
*________________________________________________________*

                          Equals
                         ________
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * _______ *
```

Table NSA33

Nova Scotia Totals for Anglophone Elementary Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	4859.1	4868.0	4918.8	4932.7	4950.2	4953.2	4961.1	4964.6	4970.3	4983.2	5002.4	5017.9	5011.7
Teacher Loss:S2	-131.2	-131.4	-132.8	-133.2	-108.9	-109.0	-109.1	-109.2	-109.3	-109.6	-110.1	-110.4	-110.3
Retirement:S3	-85.5	-96.6	-110.0	-116.2	-114.6	-126.7	-139.2	-160.4	-157.6	-157.3	-186.4	-230.4	-270.7
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	141.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0	186.0
Non-teaching:S10	-28.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2	-37.2
Immigrants:S7+S11	48.7	48.7	48.7	48.7	48.7	48.7	48.7	48.7	48.7	48.7	48.7	48.7	48.7
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	161.5	197.5	197.5	197.5	197.5	197.5	197.5	197.5	197.5	197.5	197.5	197.5	197.5
Experienced:S15	4642.4	4640.0	4675.9	4683.3	4726.7	4717.5	4712.7	4695.0	4703.3	4716.3	4705.9	4677.1	4630.8
CHANGE													
Curr change:D6	15.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-61.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	4913.1	4918.8	4932.7	4950.2	4953.2	4961.1	4964.6	4970.3	4983.2	5002.4	5017.9	5011.7	5011.7
Changed Cond:D8	4868.0	4918.8	4932.7	4950.2	4953.2	4961.1	4964.6	4970.3	4983.2	5002.4	5017.9	5011.7	5011.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-64.1	-81.3	-59.2	-69.4	-29.0	-46.1	-54.4	-77.8	-82.4	-88.6	-114.5	-137.1	-183.5

SUPPLY

Inexperienced supply S14
S14=S9+S10+S11+S12+S13

Experienced Supply
S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSA34

Nova Scotia Totals for Anglophone Junior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	2552.6	2507.7	2511.9	2507.0	2487.3	2488.0	2501.7	2524.7	2525.5	2518.8	2499.2	2487.2	2504.0
Teacher Loss:S2	-68.9	-67.7	-67.8	-67.7	-54.7	-54.7	-55.0	-55.5	-55,6	-55.4	-55.0	-54.7	-55.1
Retirement:S3	-23.9	-40.2	-40.0	-41.8	-75.4	-68.3	-82.7	-92.0	-96.5	-111:6	-113.4	-172.3	-141.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	12.0	45.0	45.0	45.0	45.0	45.0	45.0	45.0	45.0	45.0	45.0	45.0	45.0
Non-teaching:S10	-2.4	-9.0	-9.0	-9.0	-9 0	-9.0	-9.0	-9.0	-9.0	-9.0	-9.0	-9.0	-9.0
Immigrants:S7+S11	25.1	25.1	25.1	25.1	25.1	25.1	25.1	25.1	25.1	25.1	25.1	25.1	25.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	34.7	61.1	61.1	61.1	61.1	61.1	61.1	61.1	61.1	61.1	61.1	61.1	61.1
Experienced:S15	2459.7	2399.8	2404.1	2397.5	2357.2	2364.9	2364.0	2377.2	2373.5	2351.8	2330.8	2260.2	2307.7
CHANGE													
Curr change:D6	16.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-32.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	2523.7	2511.9	2507.0	2487.3	2488.0	2501.7	2524.7	2525.5	2518.8	2499.2	2487.2	2504.0	2504.0
Changed Cond:D8	2507.7	2511.9	2507.0	2487.3	2488.0	2501.7	2524.7	2525.5	2518.8	2499.2	2487.2	2504.0	2504.0
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	-13.3	-51.0	-41.8	-28.8	-69.7	-75.7	-99.7	-87.3	-84.2	-36.4	-95.3	-182.8	-135.2

```
 ______________________ SUPPLY ______________________
* Inexperienced supply S14         Experienced Supply     *
* S14=S9+S10+S11+S12+S13           S15= S1+S2+S3+S4+S5    *
* ______________________________________________________*

                         Minus

 ______________________ DEMAND ______________________
*                                                      *
*               Predicted Teacher FTE D5               *
*                      + or -                          *
*         Change in Need for Teachers D6 & D7          *
* ____________________________________________________*

                         Equals

                        ________
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NSA35

Nova Scotia Totals for Anglophone Senior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	2347.6	2304.1	2280.2	2241.3	2211.9	2221.4	2226.1	2213.0	2215.7	2226.1	2244.6	2244.8	2238.6
Teacher Loss:S2	-63.4	-62.2	-61.6	-60.5	-48.7	-48.9	-49.0	-48.7	-48.7	-49.0	-49.4	-49.4	-49.2
Retirement:S3	-39.9	-41.7	-51.9	-59.9	-71.2	-89.4	-77.2	-96.9	-88.4	-128.1	-120.7	-144.9	-132.6
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	250.0	264.0	264.0	264.0	264.0	264.0	264.0	264.0	264.0	264.0	264.0	264.0	264.0
Non-teaching:S10	-50.0	-52.8	-52.8	-52.8	-52.8	-52.8	-52.8	-52.8	-52.8	-52.8	-52.8	-52.8	-52.8
immigrants:S7+S11	23.0	23.0	23.0	23.0	23.0	23.0	23.0	23.0	23.0	23.0	23.0	23.0	23.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	223.0	234.2	234.2	234.2	234.2	234.2	234.2	234.2	234.2	234.2	234.2	234.2	234.2
Experienced:S15	2244.3	2200.2	2166.8	2120.9	2092.1	2083.1	2099.9	2067.4	2078.5	2049.0	2074.5	2050.5	2056.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	-30.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	2334.5	2280.2	2241.3	2211.9	2221.4	2226.1	2213.0	2215.7	2226.1	2244.6	2244.8	2238.6	2238.6
Changed Cond:D8	2304.1	2280.2	2241.3	2211.9	2221.4	2226.1	2213.0	2215.7	2226.1	2244.6	2244.8	2238.6	2238.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS(+) OR SHORTAGE(-)													
Supply-Demand	163.3	154.2	159.7	143.2	104.9	91.3	121.1	86.0	86.7	38.6	63.9	46.2	52.4

```
 _________________________ SUPPLY _________________________
* Inexperienced supply S14          Experienced Supply      *
* S14=S9+S10+S11+S12+S13            S15= S1+S2+S3+S4+S5     *
* _________________________________________________________ *

                           Minus

 _______________________ DEMAND _______________________
*                                                      *
*              Predicted Teacher FTE D5                *
*                       + or -                         *
*         Change in Need for Teachers D6 & D7          *
* ____________________________________________________ *

                          Equals

                         ________
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * _______ *
```

Table NSF31

Nova Scotia Totals for Francophone Elementary Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	138.3	138.4	138.6	137.6	140.3	140.3	140.3	140.3	140.3	140.3	140.3	140.3	140.3
Teacher Loss:S2	-2.4	-2.4	-2.4	-2.3	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7	-1.7
Retirement:S3	-3.8	-4.3	-3.5	-2.0	-2.3	-3.0	-5.5	-7.1	-4.0	-6.1	-6.2	-6.4	-3.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	5.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Non-teaching:S1	-1.0	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6	-1.6
Immigrants:S7+S	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	5.4	7.8	7.8	7.8	7.8	7.8	7.8	7.8	7.8	7.8	7.8	7.8	7.8
Experienced:S15	132.2	131.7	132.7	133.3	136.3	135.6	133.1	131.5	134.6	132.5	132.4	132.2	135.1
CHANGE													
Curr change:D6	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	138.1	138.6	137.6	140.3	140.3	140.3	140.3	140.3	140.3	140.3	140.3	140.3	140.3
Changed Cond:D8	138.4	138.6	137.6	140.3	140.3	140.3	140.3	140.3	140.3	140.3	140.3	140.3	140.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	-0.8	1.0	2.9	0.7	3.8	3.1	0.6	-1.0	2.1	0.0	-0.1	-0.3	2.6

```
 _____________________ SUPPLY ____________________
* Inexperienced supply S14      Experienced Supply    *
* S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5   *
* ____________________________________________________*

                         Minus

 _____________________ DEMAND ____________________
*                                                    *
*               Predicted Teacher FTE D5             *
*                        + or -                      *
*          Change in Need for Teachers D6 & D7       *
* ___________________________________________________*

                         Equals
                        _______
                      * SURPLUS *
                      *   OR    *
                      * SHORTAGE*
                      * _______ *
```

Table NSF32

Nova Scotia Totals for Francophone Junior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	40.0	43.0	43.8	45.8	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4
Teacher Loss:S2	-0.7	-0.7	-0.7	-0.8	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5	-0.5
Retirement:S3	0.0	-0.3	-1.3	-1.0	-1.1	0.0	-2.1	-3.2	-0.1	-0.4	-2.0	-0.6	-1.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Experienced:S15	39.3	42.0	41.7	44.1	41.8	42.9	40.8	39.7	42.8	42.5	40.9	42.3	41.7
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	43.0	43.8	45.8	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4
Changed Cond:D8	43.0	43.8	45.8	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	-3.3	-1.4	-3.7	1.0	-1.2	-0.1	-2.2	-3.3	-0.2	-0.5	-2.1	-0.7	-1.3

```
   ____________________ SUPPLY ____________________
 * Inexperienced supply S14        Experienced Supply   *
 * S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5  *
 * _____________________________________________________*

                        Minus

   ____________________ DEMAND ____________________
 *                                                      *
 *              Predicted Teacher FTE D5                *
 *                       + or -                         *
 *         Change in Need for Teachers D6 & D7          *
 * _____________________________________________________*

                        Equals

                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NSF33

Nova Scotia Totals for Francophone Senior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:	19.8	18.7	18.9	18.7	20.2	20.2	20.2	20.2	20.2	20.2	20.2	20.2	20.2
Teacher Loss:S2	-0.3	-0.3	-0.3	-0.3	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	-1.2	-0.8	-0.5	-1.1	-0.6	-0.4	-1.5	-0.8	-0.4	-2.3	-0.6	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S	3.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Non-teaching:S1	-0.6	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0	-1.0
Immigrants:S7+S	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S	2.6	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
Experienced:S15	19.5	17.2	17.7	17.9	18.8	19.3	19.5	18.4	19.1	19.5	17.6	19.3	19.9
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:	18.7	18.9	18.7	20.2	20.2	20.2	20.2	20.2	20.2	20.2	20.2	20.2	20.2
Changed Cond:D8	18.7	18.9	18.7	20.2	20.2	20.2	20.2	20.2	20.2	20.2	20.2	20.2	20.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply -Demand	3.4	2.5	3.2	1.9	2.8	3.3	3.5	2.4	3.1	3.5	1.6	3.3	3.9

```
 _______________________ SUPPLY _______________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
* ______________________________________________________ *

                         Minus

 ______________________ DEMAND ______________________
*                                                     *
*              Predicted Teacher FTE D5               *
*                        + or -                       *
*          Change in Need for Teachers D6 & D7        *
* ___________________________________________________ *

                        Equals

                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table NSI22

Nova Scotia Totals for Immersion Elementary Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	129.9	128.2	118.7	112.6	103.7	103.7	103.7	103.7	103.7	103.7	103.7	103.7	103.7
Teacher Loss:S2	-9.4	-9.2	-8.5	-8.1	-6.6	-6.6	-6.6	-6.6	-6.6	-6.6	-6.6	-6.6	-6.6
Retirement:S3	-1.0	-1.0	-2.0	0.0	0.0	-4.8	-2.0	-1.0	-1.4	-0.2	-1.9	-3.0	-3.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	28.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0	39.0
Non-teaching:S10	-5.6	-7.8	-7.8	-7.8	-7.8	-7.8	-7.8	-7.8	-7.8	-7.8	-7.8	-7.8	-7.8
Immigrants:S7+S11	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	23.7	32.5	32.5	32.5	32.5	32.5	32.5	32.5	32.5	32.5	32.5	32.5	32.5
Experienced:S15	119.5	117.9	108.1	104.5	97.0	92.2	95.0	96.0	95.6	96.9	95.1	94.0	93.6
CHANGE													
Curr change:D6	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	127.7	118.7	112.6	103.7	103.7	103.7	103.7	103.7	103.7	103.7	103.7	103.7	103.7
Changed Cond:D8	128.2	118.7	112.6	103.7	103.7	103.7	103.7	103.7	103.7	103.7	103.7	103.7	103.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply-Demand	15.1	31.7	28.0	33.3	25.8	21.0	23.8	24.8	24.4	25.7	23.9	22.8	22.4

```
        ____________________ SUPPLY ____________________
  * Inexperienced supply S14      Experienced Supply          *
  * S14=S9+S10+S11+S12+S13        S15= S1+S2+S3+S4+S5         *
  * ______________________________________________________    *

                          Minus

        ____________________ DEMAND ____________________
  *                                                           *
  *              Predicted Teacher FTE D5                     *
  *                       + or -                              *
  *          Change in Need for Teachers D6 & D7              *
  * ______________________________________________________    *

                          Equals

                         ________
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * ________*
```

Table NSI23

Nova Scotia Totals for Immersion Junior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	50.9	57.2	65.5	69.3	73.4	73.4	73.4	73.4	73.4	73.4	73.4	73.4	73.4
Teacher Loss:S2	-3.7	-4.1	-4.7	-5.0	-4.7	-4.7	-4.7	-4.7	-4.7	-4.7	-4.7	-4.7	-4.7
Retirement:S3	0.0	-0.5	0.0	0.0	0.0	-0.4	-0.1	-1.0	0.0	-2.1	-1.0	-3.2	-1.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Experienced:S15	47.3	52.6	60.8	64.4	68.7	68.3	68.6	67.7	68.7	66.6	67.7	65.5	67.5
CHANGE													
Curr change:D6	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	57.1	65.5	69.3	73.4	73.4	73.4	73.4	73.4	73.4	73.4	73.4	73.4	73.4
Changed Cond:D8	57.2	65.5	69.3	73.4	73.4	73.4	73.4	73.4	73.4	73.4	73.4	73.4	73.4
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply-Demand	-9.4	-12.3	-8.0	-8.4	-4.1	-4.5	-4.2	-5.1	-4.1	-6.2	-5.1	-7.3	-5.3

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table NSI24

Nova Scotia Totals for Immersion Senior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	8.0	7.5	5.6	5.5	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3
Teacher Loss:S2	-0.6	-0.5	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4	-0.4
Retirement:S3	0.0	0.0	0.0	0.0	0.0	-0.3	0.0	0.0	0.0	-1.0	0.0	-0.5	-0.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	20.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0
Non-teaching:S10	-4.0	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4
Immigrants:S7+S11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	16.0	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6	17.6
Experienced:S15	7.4	6.9	5.2	5.1	5.9	5.6	5.9	5.9	5.9	4.9	5.9	5.4	5.5
CHANGE													
Curr change:D6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	7.5	5.6	5.5	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3
Changed Cond:D8	7.5	5.6	5.5	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply-Demand	16.0	19.0	17.4	16.4	17.2	16.9	17.2	17.2	17.2	16.2	17.2	16.7	16.8

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIANG 33

Prince Edward Island Totals for Anglophone Elementary Teachers and Administrators (FTE) Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	642.0	653.1	645.0	644.7	644.4	642.2	641.9	636.6	633.4	628.9	618.7	605.3	592.7
Teacher Loss:S2	-16.1	-16.3	-16.1	-16.1	-16.1	-16.1	-16.0	-15.9	-15.8	-15.7	-15.5	-15.1	-14.8
Retirement:S3	-16.5	-12.6	-14.0	-21.1	-17.1	-24.6	-18.3	-22.1	-14.7	-22.2	-29.8	-33.1	-45.3
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0
Non-teaching:S10	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4	-4.4
Immigrants:S7+S11	9.1	9.0	9.0	9.0	9.0	9.0	8.9	8.9	8.8	8.7	8.5	8.3	8.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	26.7	26.6	26.6	26.6	26.6	26.6	26.5	26.5	26.4	26.3	26.1	25.9	25.7
Experienced:S15	609.5	624.2	614.9	607.5	611.2	601.5	607.5	598.6	602.8	591.0	573.5	557.1	532.6
CHANGE													
Curr change:D6	11.2	2.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	641.9	642.2	644.7	644.4	642.2	641.9	636.6	633.4	628.9	618.7	605.3	592.7	581.8
Changed Cond:D8	653.1	645.0	644.7	644.4	642.2	641.9	636.6	633.4	628.9	618.7	605.3	592.7	581.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-16.9	5.9	-3.2	-10.3	-4.4	-13.8	-2.5	-8.3	0.3	-1.5	-5.8	-9.7	-23.5

```
   ______________________ SUPPLY ______________________
 * Inexperienced supply S14         Experienced Supply    *
 * S14=S9+S10+S11+S12+S13           S15= S1+S2+S3+S4+S5   *
 * _____________________________________________________*

                          Minus

   ______________________ DEMAND ______________________
 *                                                      *
 *               Predicted Teacher FTE D5               *
 *                        + or -                        *
 *          Change in Need for Teachers D6 & D7         *
 * _____________________________________________________*

                          Equals

                         _______
                       * SURPLUS *
                       *   OR    *
                       * SHORTAGE*
                       * _______ *
```

Table PEIANG 34

Prince Edward Island Totals for Anglophone Junior High Teachers and Administrators (FTE) Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	308.6	312.8	305.4	302.8	305.7	309.0	311.5	314.1	310.8	310.7	307.7	308.6	308.3
Teacher Loss:S2	-7.7	-7.8	-7.6	-7.6	-7.6	-7.7	-7.8	-7.9	-7.8	-7.8	-7.7	-7.7	-7.7
Retirement:S3	-1.5	-4.1	-7.0	-4.6	-10.4	-6.6	-4.8	-14.8	-11.8	-11.6	-12.0	-20.0	-19.5
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	4.4	4.3	4.2	4.3	4.3	4.4	4.4	4.4	4.4	4.3	4.3	4.3	4.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	4.4	4.3	4.2	4.3	4.3	4.4	4.4	4.4	4.4	4.3	4.3	4.3	4.3
Experienced:S15	299.3	300.9	290.8	290.7	287.7	294.7	298.9	291.4	291.3	291.4	288.0	280.9	281.1
CHANGE													
Curr change:D6	5.6	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	307.2	304.0	302.8	305.7	309.0	311.5	314.1	310.8	310.7	307.7	308.6	308.3	306.2
Changed Cond:D8	312.8	305.4	302.8	305.7	309.0	311.5	314.1	310.8	310.7	307.7	308.6	308.3	306.2
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-9.1	-0.2	-7.8	-10.8	-17.0	-12.5	-10.8	-15.1	-15.1	-12.0	-16.3	-23.2	-20.8

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIANG 35

Prince Edward Island Totals for Anglophone Senior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	286.5	287.9	285.4	284.3	281.9	279.4	278.3	280.2	283.7	285.8	288.7	286.3	285.9
Teacher Loss:S2	-7.2	-7.2	-7.1	-7.1	-7.0	-7.0	-7.0	-7.0	-7.1	-7.1	-7.2	-7.2	-7.1
Retirement:S3	-4.5	-3.5	-7.3	-6.5	-12.2	-5.3	-16.2	-11.7	-11.2	-18.6	-17.8	-20.9	-21.4
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0
Non-teaching:S10	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0	-3.0
Immigrants:S7+S11	4.0	4.0	4.0	3.9	3.9	3.9	3.9	4.0	4.0	4.0	4.0	4.0	4.0
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	16.0	16.0	16.0	15.9	15.9	15.9	15.9	16.0	16.0	16.0	16.0	16.0	16.0
Experienced:S15	274.9	277.2	271.0	270.7	262.6	267.1	255.2	261.5	265.4	260.0	263.7	258.2	257.4
CHANGE													
Curr change:D6	11.8	5.8	5.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	276.1	279.6	278.5	281.9	279.4	278.3	280.2	283.7	285.8	288.7	286.3	285.9	283.5
Changed Cond:D8	287.9	285.4	284.3	281.9	279.4	278.3	280.2	283.7	285.8	288.7	286.3	285.9	283.5
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	3.0	7.8	2.6	4.8	-0.8	4.6	-9.1	-6.2	-4.4	-12.6	-6.6	-11.7	-10.1

```
 _______________________ SUPPLY ________________________
* Inexperienced supply S14        Experienced Supply     *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5    *
*_______________________________________________________*

                         Minus

 _______________________ DEMAND _____________________
*                                                    *
*               Predicted Teacher FTE D5             *
*                        + or -                      *
*           Change in Need for Teachers D6 & D7      *
*____________________________________________________*

                        Equals
                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * ________*
```

Table PEIFRA33

Prince Edward Island Totals for Francophone Elementary Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	20.9	21.8	22.4	22.8	22.8	22.8	22.8	22.8	22.8	22.8	22.8	22.8	22.8
Teacher Loss:S2	-0.5	-0.5	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6	-0.6
Retirement:S3	0.0	0.0	0.0	0.0	-1.0	-1.0	0.0	0.0	0.0	0.0	-1.0	-1.8	-2.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Experienced:S15	20.4	21.3	21.8	22.2	21.2	21.2	22.2	22.2	22.2	22.2	21.2	20.4	20.2
CHANGE													
Curr change:D6	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	21.6	22.3	22.8	22.8	22.8	22.8	22.8	22.8	22.8	22.8	22.8	22.8	22.8
Changed Cond:D8	21.8	22.4	22.8	22.8	22.8	22.8	22.8	22.8	22.8	22.8	22.8	22.8	22.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-1.1	-0.8	-0.6	-0.3	-1.3	-1.3	-0.3	-0.3	-0.3	-0.3	-1.3	-2.1	-2.3

SUPPLY

Inexperienced supply S14 | Experienced Supply
S14=S9+S10+S11+S12+S13 | S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA34

Prince Edward Island Totals for Francophone Junior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	9.6	9.2	8.8	9.0	9.8	10.5	10.8	10.8	10.8	10.8	10.8	10.8	10.8
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3	-0.3
Retirement:S3	0.0	0.0	0.0	0.0	-0.5	-1.2	-1.0	0.0	0.0	0.0	0.0	-2.0	-1.2
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Experienced:S15	9.3	9.0	8.6	8.8	9.1	9.0	9.6	10.6	10.6	10.6	10.6	8.6	9.4
CHANGE													
Curr change:D6	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	9.0	8.8	9.0	9.8	10.5	10.8	10.8	10.8	10.8	10.8	10.8	10.8	10.8
Changed Cond:D8	9.2	8.8	9.0	9.8	10.5	10.8	10.8	10.8	10.8	10.8	10.8	10.8	10.8
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.2	0.3	-0.3	-0.9	-1.2	-1.7	-1.1	-0.1	-0.1	-0.1	-0.1	-2.1	-1.3

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEIFRA35

Prince Edward Island Totals for Francophone Senior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	7.2	7.5	8.2	8.4	7.8	7.5	7.8	8.4	9.0	9.3	9.3	9.3	9.3
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	0.0	0.0	0.0	-0.5	-0.8	0.0	0.0	0.0	-1.0	0.0	-0.3	-0.8
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Experienced:S15	7.0	7.3	8.0	8.2	7.1	6.6	7.6	8.2	8.8	8.0	9.0	8.7	8.2
CHANGE													
Curr change:D6	0.2	0.2	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	7.3	8.0	8.2	7.8	7.5	7.8	8.4	9.0	9.3	9.3	9.3	9.3	9.3
Changed Cond:D8	7.5	8.2	8.4	7.8	7.5	7.8	8.4	9.0	9.3	9.3	9.3	9.3	9.3
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	0.4	0.1	0.5	1.3	0.5	-0.3	0.1	0.1	0.5	-0.3	0.7	0.4	-0.1

```
  _____________________ SUPPLY ______________________
* Inexperienced supply S14        Experienced Supply  *
* S14=S9+S10+S11+S12+S13          S15= S1+S2+S3+S4+S5  *
* ___________________________________________________ *

                        Minus

  _____________________ DEMAND _____________________
*                                                    *
*              Predicted Teacher FTE D5              *
*                       + or -                       *
*         Change in Need for Teachers D6 & D7        *
* __________________________________________________ *

                        Equals

                       ________
                     * SURPLUS *
                     *   OR    *
                     * SHORTAGE*
                     * _______ *
```

Table PEII33

Prince Edward Island Totals for Immersion Elementary Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	81.2	82.7	82.6	82.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7
Teacher Loss:S2	-2.0	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1	-2.1
Retirement:S3	-1.0	0.0	0.0	0.0	-2.0	-2.0	-1.0	-2.0	-1.0	0.0	-4.0	-2.0	-2.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0 0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Experienced:S15	78.2	80.7	80.5	80.7	79.6	79.6	80.6	79.6	80.6	81.6	77.6	79.6	79.6
CHANGE													
Curr change:D6	1.8	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	80.9	82.1	82.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7
Changed Cond:D8	82.7	82.6	82.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-2.6	0.0	-0.2	-1.1	-2.1	-2.1	-1.1	-2.1	-1.1	-0.1	-4.1	-2.1	-2.1

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEII34

Prince Edward Island Totals for Immersion Junior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	31.5	34.2	33.1	32.7	32.4	33.4	33.9	34.7	34.7	34.7	34.7	34.7	34.7
Teacher Loss:S2	-0.8	-0.9	-0.8	-0.8	-0.8	-0.8	-0.8	-0.9	-0.9	-0.9	-0.9	-0.9	-0.9
Retirement:S3	0.0	-1.0	0.0	0.0	0.0	-0.8	-1.0	0.0	-1.0	-1.0	0.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching:S10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Immigrants:S7+S11	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Experienced:S15	30.7	32.4	32.2	31.9	31.6	31.7	32.1	33.9	32.9	32.9	33.9	33.9	33.9
CHANGE													
Curr change:D6	1.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	33.2	32.9	32.7	32.4	33.4	33.9	34.7	34.7	34.7	34.7	34.7	34.7	34.7
Changed Cond:D8	34.2	33.1	32.7	32.4	33.4	33.9	34.7	34.7	34.7	34.7	34.7	34.7	34.7
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-3.0	-0.2	0.0	0.0	-1.3	-1.7	-2.2	-0.4	-1.4	-1.4	-0.4	-0.4	-0.4

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE

Table PEII35

Prince Edward Island Totals for Immersion Senior High Teachers and Administrators (FTE)
Supply and Demand from 1991 to 2004

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
Teaching Force:S1	6.8	7.9	7.4	8.1	7.3	7.1	7.1	7.1	7.3	7.5	7.6	7.6	7.6
Teacher Loss:S2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Retirement:S3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-1.0	0.0	0.0
Sabbatical:S4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Deferred Salary:S5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reentrants:S6			See Analysis in Chapter 4 for S6										
Immigrants- exp:S7			S7 is combined with S11 below										
New Graduates:S9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Non-teaching:S10	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2	-0.2
Immigrants:S7+S11	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Previous Grads:S12			See Analysis in Chapter 4 for S12										
Teacher Ed:S13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUPPLY													
Inexperienced:S14	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Experienced:S15	6.6	7.7	7.3	7.9	7.1	7.0	6.9	6.9	7.1	7.3	6.4	7.4	7.4
CHANGE													
Curr change:D6	2.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Economic change:D7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEMAND													
Unchanged cond:D5	5.9	6.4	7.1	7.3	7.1	7.1	7.1	7.3	7.5	7.6	7.6	7.6	7.6
Changed Cond:D8	7.9	7.4	8.1	7.3	7.1	7.1	7.1	7.3	7.5	7.6	7.6	7.6	7.6
Substitutes:S8			See Analysis in Chapters 4 and 5 for S8										
SURPLUS (+) OR SHORTAGE (-)													
Supply - Demand	-0.3	1.1	0.1	1.5	0.9	0.7	0.7	0.5	0.5	0.6	-0.3	0.7	0.7

SUPPLY

Inexperienced supply S14	Experienced Supply
S14=S9+S10+S11+S12+S13	S15= S1+S2+S3+S4+S5

Minus

DEMAND

Predicted Teacher FTE D5
+ or -
Change in Need for Teachers D6 & D7

Equals

SURPLUS
OR
SHORTAGE